

THE SCHOOL JOURNAL

ELIZABETH, N. J.

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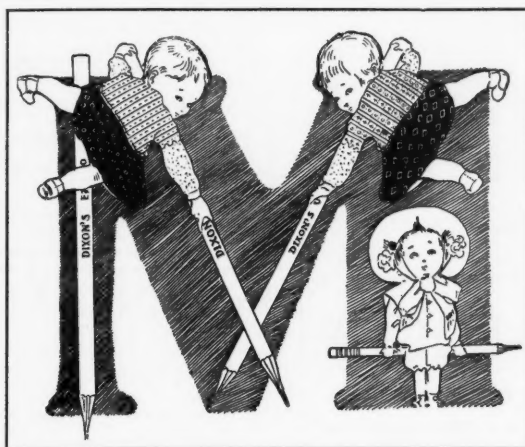
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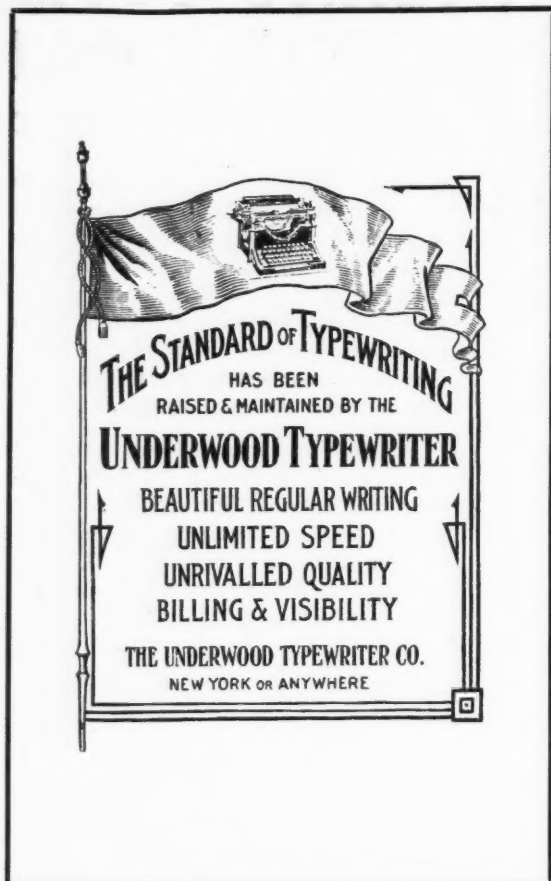
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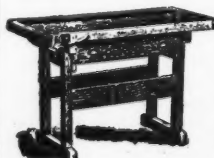
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THE SCHOOL JOURNAL

A Weekly Journal of Education

Vol. LXXV.

For the Week Ending November 2, 1907

No. 16

OSSIAN LANG, Editor.

Eliminate the Waste!

The problem of meeting the needs of a civilization thru the co-operation of home and school is not at all as complicated as the *Philadelphia Ledger* makes out. The editor of that paper is "strongly of the opinion that the rightful business of public education is being seriously interfered with by well-meaning people with all kinds of futile schemes for civilizing the race at the cost of the taxpayers in the school-houses," whatever that means. "The taxpayers in the school-houses" is a good idea. Other towns are glad to have them take enough interest in public education to look into the schools occasionally.

All nonsense aside, the *Ledger* and the thousands who share its point of view are standing on a very poor argument. The common school is the educational clearing-house of the community. If it fails to bring home to the parents a deeper and clearer sense of their educational responsibilities it is not fully meeting the objects for which it is established. If it fails to be a moral force it is a failure indeed. If it fails to train its pupils in sound reasoning it is neglecting an essential duty. These obligations are simple enough. If to these is added development of skill in the handling of the elementary tools of literature, industry, art, and commerce, there need not yet be fear of an overburdening of the schools.

Walking may be made to appear as a most complicated art, requiring so many fine nervous and muscular adjustments that theory could make the training of children in this art appear as a cruel imposition. And yet it is a very simple thing practically.

The overburdening of the schools is due not so much to the heeding of the demands of civilization as to a deplorable lack of what, for the want of a better term, we may call common sense on the part of many school officers and teachers. Most of them regard the traditional course of study with a veneration as if it had been handed down by an angel from heaven. It forms a sort of pedagogical *sanctum sanctorum* with innumerable lean-tos round about it, the lean-tos being various new branches that seem to be required by the calls of the times. And the treasure so sacredly guarded in the *sanctum* is a hollow cube; the bottom being reading; the four sides penmanship, spelling, composition, and mechanical drawing; and the top, arithmetic. The decorations consist of a filigree of general information regarding physiology, geography, history, alcohol and tobacco.

The inspiring presence of a great ethical ideal is not visible. The cube is plain wood brought down

from the rocky mountains of wooden logic. Here is the core of the trouble: it's logic, not life.

The knowledge that recognizes the vital forces within and about the children will never permit the curriculum to become overburdened. It recognizes that there are things of greater worth than manual and intellectual gymnastics and the mastery of plain mechanics. It recognizes that bodies and minds will get tired now and then. It insists that the school is made for the child and not the child for the school.

There have been eliminations of wasteful remnants of the past, but the curriculum even at best is still far from satisfying. The informational lessons have changed little since ante-atlas and ante-encyclopedia times. Arithmetic in most schools is as musty as if the children were all to be employed some day in the counting-houses of Dombey and Scrooge. The National Council of Education could well afford to have a standing committee, with an adequate appropriation, to report each year upon the elimination of waste from the curricula of the elementary and the secondary schools. Investigation will have to be carried on, to make the declarations convincing and authoritative. Theory won't help us. We must have facts, plainly stated.

Professor Gildersleeve's Anniversary.

Professor Gildersleeve's life illustrates well what the devotion of a great mind to a noble ideal will do for a people. Fifty-one years ago he went to the University of Virginia as professor of Greek. He taught until the war, served in the Confederate army as captain and aide-de-camp to General Gordon, and then returned to teaching. In the seventies he went to Johns Hopkins University. Being asked to explain his great success in teaching Greek, he said, "You can't learn Greek in your sleep. I try to keep them awake in class by talking. Sometimes I tell them stories. They are like dandelion seeds flying with their little two horns and sometimes dropping and attaching themselves." "I try to keep them awake in class,"—that is the point. That is how history is taught, and that is how Greek may be taught. The teacher who keeps his class awake is successful with that class.

Professor Gildersleeve is renowned as a scholar the world over. His going to Baltimore placed Johns Hopkins immediately upon the true university basis. His spirit, his enthusiasm, his wonderful literary grace and broad classic scholarship, gave tone to the whole university. Age has not dimmed his powers, and has increased rather the influence of his great personality. It is well with the generation that honors men such as these. Baltimore honored itself by observing the fiftieth anniversary of this distinguished teacher, even tho the celebration was a year late.

Vacations and Holidays.

An article contributed by Mr. Thomas L. Burt to the *Independent* of September 26 has for its subject "Vacations and Holidays in the Schools."

Mr. Burt is positive. He believes that the schools should be open all the year round, Sundays only excepted. Deducting the Sundays and the other few wasteful holidays which people insist upon celebrating, we would have about three hundred school days. In summer there might be less than three hours, and in winter as many as five or six hours of school a day. Mr. Burt tops off his frugal suggestion with this *credo*:

I believe that no teacher and no expert in education would deny that this distribution of time would, as far as the pupils are concerned, enable them to cover a great deal more ground than they cover now, to cover it more effectually, and to make much greater progress in the acquisition of knowledge and in the gaining of habits of attention and concentration.

Mr. Burt figures out that the school year in Germany is 270 days in length as against 185 in the United States. Even if this were true, which it is not, we would still have to count with climatic and temperamental differences, and other things which influence the marking out of the school term. No parent could produce such arguments as are strung along in the *Independent* article. Listen to this:

Whatever be the merits or demerits of the present system our schools today very largely take the place of the parents. In our cities—and it is of city schools I am particularly speaking—the parents look to the schools, if they look anywhere, for the training of their children. I mean that most children in our cities get most of their training for citizenship—training in accurate knowledge, straight thinking and morals—in the schools. When the schools close they run wild in the streets.

The schoolmen, as well as the parents, have acknowledged the educational error of the long summer vacation by establishing summer schools. But why acknowledge it in this half-hearted way? Why not confess that the present method, with its ten long weeks of empty school-houses, idle teachers and street-roaming children, lacks grievously in the fundamental matter of time distribution, and proceed to organize the schools for year-long and every-weekday work?

Some will say the parents do not wish the pupils to go to school all summer and all the year round. I would reply that no one has yet asked the parents. Also I would reply that parents are very glad to send their children to summer schools, and more would no doubt send them thru the summer were the schools continuous and the break between winter and summer work done away with.

After delivering himself of these convictions Mr. Burt proceeds to argue that for the quality and quantity of work most teachers do, they are not very poorly paid, as "the education of the majority is meager, and their acquired skill not great." He admits that "better educated teachers cannot be secured at the wages now paid." Accordingly he wants the wages to be made higher, "in money, and not in holidays and vacations." THE SCHOOL JOURNAL has already answered the principal statements, which are simply a repetition, in the columns of a reputable weekly, of opinions uttered by the uninformed man in the streets; most recently in the numbers for September 14 and September 21. Of course, Mr. Thomas Burt has his own opinions about these matters. He says:

I believe few teachers will be found who apply themselves seriously outside of their twenty-three school hours to anything closely allied to their business for sixteen hours per week—much less for thirty. The short hours, the full holidays on Saturdays, and the long vacations, instead of promoting the habit of study among teachers, probably encourage laziness.

How can a paper like the *Independent* permit its pages to be used for such sweeping misrepresentations concerning teachers and their work?

And the *ridiculus mus*?

Teachers should work the year round, with a few holidays between terms, as suggested, and with as many weeks of vacation in the year, usually in summer, as good sense and the prevailing custom among salaried and other brain workers may determine. Those who can and wish to do so should be permitted to teach almost continuously for several years and then receive a generous vacation, with pay.

Teachers should see to it that the public demands more of them, and then pays them more. As a class, and relatively to others of their sex, the women teachers are of superior ability. If they once get their eyes open to the wastefulness in money and energy of the present arrangement, they will be the first to insist on its modification and will profit greatly by the change in both comfort and money. In the arrangement I suggest, no teacher will teach all day; two, or even three teachers should occupy the same room during successive short sessions of the same day. The children would be in school a part of almost every secular day in the year; sometimes for one long session, sometimes for two shorter ones, according as age, the weather, and character of studies determine. As summer approaches the schools should gradually take on much of the character of the present summer sessions, with excursions, manual work, gardening and games, all under the teacher's supervision.

Canadian Salaries.

Provincial Minister of Public Works, Hon. W. A. Weir, at the recent convention of teachers in Montreal, handled the salary question without gloves. He said, in part:

"Every thinking man in the province of Quebec should be heartily ashamed of the salaries paid to our school teachers. The people of Canada are too material in their aspirations. The main thoughts of the people are about money-making and money-saving. It is true they love their children, and dream bright dreams about their future; but when it comes to getting a competent instructor to prepare the child for the battle of life, the sordid instinct beclouds the dreams, and as cheap a teacher as possible is obtained, and as a consequence, in many cases, the realization of the parents' dreams becomes impossible.

"What is wanted is a steady appeal to the intelligence of the general public, thru the news papers, by the voice of the leaders of public opinion, and thru the deliberations and action of associations such as this. After that, the fixing of salaries should not be left with the local boards.

"The time must come," he continued, "when the province itself will fix salaries suitable for teachers, and indicate the means of paying them. What shall those means be? A State tax for education has been tried and found successful in many places, but probably our people are not yet ripe for that, even if there were no difficulties about the equitable division of such a tax between Roman Catholic and Protestant schools.

One well-recognized fact is this, that the high school exerts a powerful stimulus for good upon the schools below. It holds up before the young ideas of higher and broader scholarship; it is the gateway to otherwise inaccessible realms beyond; it appeals to the ambition of the young; it appeals to this ambition at a critical time, when it is important that inferior ambitions shall be forestalled; it is a golden strand in that interest which holds the young up to a scholarly endeavor.—GEORGE H. MARTIN.

The Schoolhouse.*

By WILLIAM E. CHANCELLOR.

Member, School-house Commission, District of Columbia. Superintendent of Schools, District of Columbia. Author, "Our Schools; Their Administration and Supervision," etc.

I. The Classroom Unit.

The school consists of the teacher and the learners. It will be a long time before any other educational unit is adopted in America.

The American educational unit seems to be one teacher and forty pupils. It is no part of my purpose to discuss here the advisability of educational policies or the wisdom of educational principles.

This school, or class, of forty-one persons, is isolated in one room. What shall be the size and shape of this room? How shall it be seated, lighted, ventilated? What shall be the disposition of the clothing of the pupils? Of their books and supplies?

These and minor questions of an incidental nature form the present theme.

It is now fairly well agreed that each child must have at least twenty square feet of floor space. This means eight hundred square feet for forty pupils. Dimensions twenty-five by thirty-two give us this space. Where there is constant forced ventilation, summer and winter, the floor area may safely be reduced to sixteen square feet per pupil. This means dimensions twenty by thirty-two, or the equivalent.

It is a practical rule that for unilateral lighting, the windows should be two-thirds as high as the width of the room. In consequence, where windows rise flush to the ceiling, as they should, a room twenty feet high requires the height of thirteen feet, four inches, while one twenty-four feet wide requires the height of sixteen feet. However, in a properly seated school-room there is always an aisle at least two and a half feet wide, all around the outer walls. Consequently, for lighting purposes, a room twenty feet wide may be computed as seventeen and a half feet wide, and one twenty-four feet wide as twenty-one and a half wide.

These figures agree fairly well with the estimate that every pupil requires three hundred cubic feet of air space; that is a space four by five by fifteen.

From these considerations we get for class-rooms a table of dimensions as follows, viz.:

20'x30'x13'	suitable for 36 enrolled pupils
22'x32'x13'6"	" 40 "
24'x34'x14'6"	" 48 "

In very cold climates, it is desirable for heating purposes to reduce these heights slightly. Yet it is never wise to build a class-room less than twelve and a half feet clear in height. In the hotter climates in America, we may properly raise the heights decidedly to sixteen and even twenty feet.

I have seen the experiment tried of making the rooms so small that not more than twenty-five pupils in single desks can be placed in them; and I have seen forty pupils in double desks crowded into these rooms to the ruin of their health.

And I have seen great rooms built so that every child had fifty square feet of floor space. Later came a parsimonious Board that gave the teachers in these rooms ninety and a hundred pupils each.

The famous "Batavia" plan, of two teachers to the room, grew out of this latter situation.

In not a few towns and cities, I have known the teachers with small rooms, seating twenty-five or thirty children, to be required to teach two classes

daily, one from eight to twelve o'clock, and another from twelve-thirty to four-thirty.

Such are the perils of extremes.

I have seen school-houses in nearly forty different States. For the standard American climate, and for forty children to the room, these dimensions are to be recommended, viz.:

22'x32'x13' or
24'x30'x13'9"

The wider, but shorter, room requires the slightly higher ceiling, both so as to increase the window area by height to make up for the loss in width, and to throw the light farther into the room.

In cities with smoke-laden atmosphere or much cloudy weather, the height of the windows should be still farther increased.

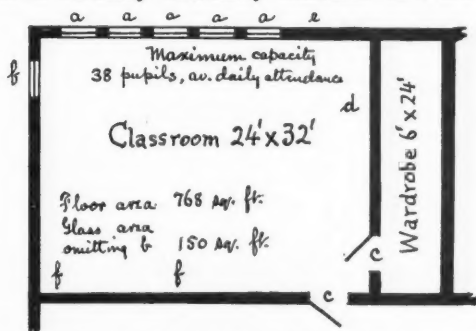
The question of the location of the windows is to be answered upon three considerations: First, lighting; second, ventilating in hot summer weather; third, sunshine.

The best light to work by comes straight over the left shoulder at forty-five degrees slant. Cross-light is to be avoided, if possible. The effects of cross-light are two; eye-strain, and incorrect writing or drawing or coloring, that is, bad work.

All the windows should be upon one side and blocked toward the rear of the room.

The question of a window or two at the rear of the room is partly one of lighting and partly one of ventilation. Since the teacher when instructing the class must face this rear window, it is for him undesirable. Unless the left side of the room, as the children are seated, is poorly lighted because of high buildings near by, this rear window is for them unnecessary. But in certain climates the window may be desirable to catch in summer the prevailing breezes. Such an upper half window, however, should reach not within seven feet of the floor. And when the left side of the room is north, this rear window may be useful to let in the late afternoon western sunshine.

It is certainly extremely desirable that the sun



Classroom with correct arrangement of windows, wardrobe and doors.

should shine in every school-room at least for a few hours daily. Sunshine is the best-known microbe-killer. If there must be north rooms, let them be for manual training or drawing, or forge work, not for book studies or cooking or anything of these kinds. And air them even more thoroly than the south, east, and west rooms.

Of the questions of major importance in the construction of the class-room, only two of importance remain the wardrobe and the doors.

After examining school-houses in nearly every State in the Union, and in nearly every important city, in all over one thousand school-buildings, I have come to favor, on the whole, for elementary schools, the wardrobe separated by a brick partition from the class-room. For any school-building, large wardrobes grouping all the boys and all the girls are undesirable.

There are arguments to be offered for other plans; but in my opinion as a schoolmaster the separate wardrobe for each class is best.

Shall the wardrobe have one or two doors? Into the class-room or into the hall? And how many doors shall the class-room have?

The answer depends upon whether or not the school-house is strictly fire-proof. One door limits

the possibility of panic or minor disorder. The teacher can guard it. Similarly, in the strictly fire-proof building the one-door plan for the wardrobe appears best. This door should be near the door into and out of the class-room by way of the hall, so that the teacher may easily control the class going into and out of the room.

Every school-building should, of course, be strictly fire-proof. To this, the only permissible exception is the building in the middle of an immense lot, say four or more acres, and one story only in height. Even then the building should be at least of "slow-burning construction," with a fire-proof roof.

[The next paper of this series will deal with the ground-floor plan.]

A Unique School.

By DAZIE M. STROMSTADT, Met'akahtla, Alaska.

Alaska is truly the place to look for the unique, the unusual, the unexpected. Jack London's story, "The Unexpected," bears a fitting name. It is the spirit of the tale. It is also that which happens in this new land—in any new land. Everything is to be begun. Conditions and combinations of circumstances are new. The man of this generation has never faced just these; indeed no man has. Hence he must form his own judgments; find his own way. He may make false deductions and fail. He may make correct deductions and succeed; in which case the result is a product of double value, its originality compelling interest.

This is all eminently true of Mr. Duncan of Metlakahtla, Alaska. He has encountered difficulties which he, unaided, overcame; he has met problems which he worked out in his own way, and his success—in many ways unprecedented—is proof of correct solution. His fifty years among the Tsimpsian Indians are years of untiring hard work, of unflinching faith, of thrilling adventure, and the saving of a people. I shall give but a short sketch of Mr. Duncan's work in order to furnish a setting that will show the purpose and the meaning of the school.

In the early part of the last century the western coast of British Columbia and Alaska were inhabited by a people commonly called Indians, more properly designated as natives, as they are supposed to be of Mongolian origin; a people whose tribes grow less and less peaceable and hospitable the farther south of the Arctic Circle they live. Indeed, some tribes in British Columbia had cannibalistic tastes and habits. But horrible as were many of their customs the white traders were reducing the people to even lower

levels by introducing fire water and disease. At the urgent request of Captain Prevost, in 1857, the Church Missionary Society of England sent out William Duncan, a young man of about twenty-five, as missionary to the Tsimpsian Indians at Fort Simpson, British Columbia, a tribe considered the most cruel and fierce along the coast. In an incredibly short time he had learned their language, won their confidence and respect, formed a band of converts, and taken them to a new home where they would be unhampered in their untried life by the old associations and the taunts of friends. At Metlakahtla was founded a colony whose education consisted not alone of religious training, but also of reading, writing, and arithmetic, of gardening, and of such trades as that of carpenter, blacksmith, and cooper, and also of spinning, weaving, and sewing.

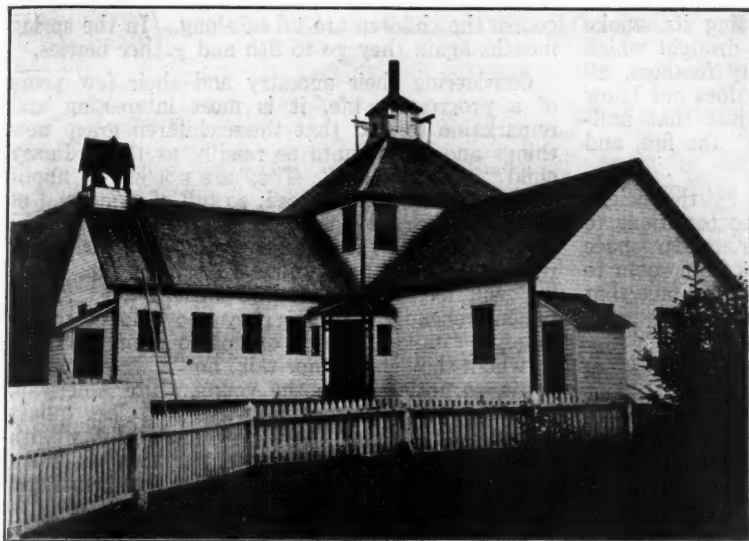
Mr. Duncan did not introduce any of the forms of the home church, as he did not think that these children-people were ready for forms. This led to a difference with the home church, resulting in his departure with a volunteer band, and the founding of New Metlakahtla on Annette Island, in 1887, given him by the United States for the use of the natives. To-day, New Metlakahtla, lying around a most beautiful gray beach, looking out into one of Alaska's many island-dotted bays, seemingly en-

closed by range on range of mountains robed in ever-changing lights and shadows, is a town of eight hundred natives who live in modern houses (mostly two-storied), and who wear modern clothes; a town which has a church which has been aptly called the Westminster of Alaska, with a seating capacity of nine hundred, a Town Hall, school, gymnasium, Guest House, a library of over two



NEW METLAKAHTLA.

In the center stands the Town Hall; to the right is the School House; between the two, on the beach, is the Guest House.



The Metlakahtla School.

thousand volumes, a cannery, a town where no tobacco or liquor is sold, and whose jail has had but two occupants in the last year, and they only obstreperous boys.

The buildings are all unique in structure, the Guest House being an octagon, the Town Hall having twelve gables, and the school being built in the shape of a Greek cross, one large center room and four wing rooms. The central room is roofed with four triangular sections capped by a box-like tower thru which extends the smokestack—for it has no chimney. Each wing has the ordinary roof with one gable. The whole building is white-washed and trimmed in red.

The outer two-thirds of each wing room is partitioned off, one being the press room, with school supplies, and the press; another is to be a reading room; a third is a council room; and the fourth is now but a lumber room. The partition being placed thus, leaves the central part a smaller Greek cross. The seats are placed in each wing, and facing the wall, so that all the children have their backs to the center of the room. Thus, when Mr. Duncan teaches alone, as he has until recent years, his classes are well separated; they are seated so as to attract the least possible attention from each other, each class faces its own blackboards, and still the entire room is easy to govern from any part.

This arrangement leaves a large open space in the center, in the middle of which is the fireplace, which consists of a cement platform two yards square, resting on a brick foundation about four feet square. To see this heaped with crackling logs is to see a fire that not only warms the fingers and toes, but thrills one with its terrible beauty. The sparks and smoke go roaring up thru a great funnel (or are supposed to), tapering to the smokestack. This black funnel hangs six feet from the floor, is supported by four heavy black chains fastened to the lower corners of the ceiling, has

a square opening three feet in size, and has a suction equal to a small whirlwind.

Mr. Duncan modeled this fireplace after those of the natives, tho theirs have no funnel, only a hole in the roof for the escape of the smoke, and he chose it rather than any other method of heating because of the thorough ventilation it affords. Mr. Duncan is a fresh air advocate; however, probably the more potent reason was the pervasive, permeating odor of the Indian—an odor of fish, oil, smoke, and unwashed bodies commingled—an odor which makes their houses quite unbearable to a white man. However, it is only fair to the people of Metlakahtla to say that this community is comparatively free from this unpleasantness because of superior training and varied food. I have met them in their stores, I have attended their

church, I have had them in my house, and not had the least offense. I cannot say as much of many of their houses, especially where they have adopted the stove of civilization. They do not know how to ventilate. When spoken to about opening doors and windows, they have replied that doors were to come in thru, and windows are to admit light. If they are to be left open, what is the use of having either. And the school—while in all other native schools that I have known, the odor has been unbearable till one becomes acclimated, as it were—here the air is as pure and sweet as the most fastidious could desire; that is, if the smoke has gone the way all good smoke should go, straight up. Indeed, it is far superior to that of many city school-rooms I have been in, rooms that boast of modern heating and ventilating contrivances which operate sometimes, and not at all many times. There is no opening of windows with their draught on some poor child, no pulling of chains or turning of cranks, but there is the care of the fire. And none but those who have learned by experience can tell of the joys of such an open fire, of the eyes full of smoke, the burned fingers, the



The School in Session.

stubborn log which insists on sending its smoke at right angles with the funnel, the draught which suddenly whirls the ashes, like gray feathers, all over the room, all this because one does not know where to lay this log, how to adjust that half-burned timber, and when to "poke" the fire, and more especially when not to.

Ventilation is still further aided by the height of the room and by not running the partitions to the ceiling, thus leaving a large triangular space at each side where the air may pass from room to room. All this is made possible by the fact that the winters are not cold here; zero weather being rare.

The interior is not plastered; the houses in Alaska that are plastered could easily be counted. Here the walls are boarded, and so clean are they that one would think the building new. The beneficent law of compensation brings it about that this gentle, persistent, four-out-of-five-day drizzle lays the dust and keeps things clean.

As I said, the children face the walls, which are hung with home-made blackboards—painted boards. The seats—as are even the houses and the church—are made by home carpenters. The benches, which seat two, or even three, have fastened to their backs the desk, which is merely a board, and can be lowered or raised. There is no place for books when this is lowered. The primary department has long, low benches, whose seating capacity depends on the teacher. The seats are about eight feet long. In front of each is an equally long bench with a slanting top and a small projection at the bottom to hold the slates. When these little brown, ludicrously fat-cheeked youngsters, some of whom are pretty and some of whom are so heavy-jawed and homely that they are really attractive, are arranged along these benches and leaning over their slates in anxious effort to make copies of the curious things on the blackboard, they make a picture both quaint and interesting, especially when one remembers that the grandparents of these boys and girls wore skins and furs, and thought it naught but proper on occasions to eat human flesh.

Mr. Duncan is a man who has done his own thinking; he has laid his own plans; he has sought ends which he himself believes desirable; yet he is remarkably in accord with modern ideas of education, tho nothing that is not absolutely essential, such as drawing or Nature Study, finds any time in the five hours of school. He believes in fitting the children for a practical life, and he considers reading, writing, and counting the practical tools with which to equip them, knowing that those who are capable will acquire what more they need. Just so in music. He teaches them songs by ear, and those who show any special talent he encourages to learn to sing or play by note. All these people are musical; they love music, and have good voices and a true ear. It has been Mr. Duncan's custom to give talks on astronomy, geography, and natural science; each morning he gives the school a talk on questions moral and ethical.

All books and slates are furnished and are never taken from the school-house. The children have been taught what was to me a curious way of cleaning their slates. They breathe on the slate, and as the vapor condenses a passage of the palm of the hand over the writing removes all traces of work.

The attendance is not regular, as many of the parents do not appreciate the value of regular attendance. Sometimes there are twenty; sometimes a hundred or more. Then in the months of September and October many of the families go away to fish and hunt for winter supplies, and of

course the children are taken along. In the spring months again they go to fish and gather berries.

Considering their ancestry and their few years of a progressive life, it is most interesting and remarkable to find that these children grasp new things and learn quite as readily as the ordinary child "in the States." They are not showy about their acquirements; indeed, so full of pride and of the fear and dread of ridicule are they still (a marked inheritance) that it is difficult to get a satisfactory response. They may know what reply you want, but will merely look at you with a most stolid, uncomprehending stare. They show no assertiveness, no "talkativeness" except to their neighbor, to whom they should not talk, no "I want to tell" spirit, so noticeable in the young white American. Tho they may be less assertive and less quick-witted, yet I think they show more ability with the hand (another inheritance) for most of them draw straight—really straight—lines free hand, and they learn to write quickly and well.

But few of the children understand English, and a still smaller number speak it. This is because Mr. Duncan always converses in Tsimpsian, preaches and teaches in Tsimpsian. Their language is musical, quite pleasing to listen to even tho one may not understand a word. This is not true of the Thlinket language, which is full of gutturals and horrible retchings in the throat.

This is the school of to-day, this being the forty-eighth year since the first school was founded. As to the Master of the school, he is a born teacher. His personality is strong and magnetic; his conversation full of animation, story, and imagination, and every sentence is made vivid by the constant play of expression and appropriate gesture. The natives sometimes even now call him Shimauguet—Chief—and by no more fitting name could they address him.

What this school means to this generation with the avenues it opens to other lines of work besides fishing and hunting, with its varied experience and broader life, they themselves, of course, do not know, do not dream; to the wise founder it means a wiser and a better people; to us it means that one man has again brought a people out of Egypt into the Promised Land.

Educational Meetings.

November 7, 8.—Southern Association of colleges and preparatory schools, Athens, Ga.

November 8.—Berkshire County (Mass.) Teachers' Association, Pittsfield.

November 7-9.—Wisconsin State Teachers' Association, Milwaukee.

November 8.—Superintendents Association of New England, Boston.

November 29, 30.—Inter-County Teachers' Association of Southwestern Indiana, Evansville.

December 26-8.—Montana State Teachers' Association, Missoula.

December 26-28.—New York State Teachers' Association, Syracuse.

December 30, 31-January 1.—Associated School Boards of South Dakota, Watertown.

December 31-January 3, 1908.—Colorado State Teachers' Association.

December 31-January 3, '08.—Iowa State Teachers' Association, Des Moines.

January 1-3, '08.—Minnesota Educational Association, St. Paul.

School Gardens in New York City.

AN ACCOUNT OF THE PRESENT SCHOOL GARDENS IN NEW YORK CITY.

By VAN EVRIE KILPATRICK.

Some interest has recently been shown in the school garden movement in New York. There are probably, if all the forms of gardening are enumerated, twenty-five school gardens in the city. Some consist of small flower beds or small vegetable gardens, while others are confined largely to window gardens. One or two schools have promoted home gardens, and a great number of schools have fostered the nurture of potted plants by children at their homes.

The Board of Superintendents doubtless looks upon all these various manifestations of the garden spirit with warm approval, and many members of

which is used for offices, kitchen, tools, and experimental and observation laboratories. Boys and girls from nine to fourteen years of age have charge of the individual plots, and there is a long waiting list, so that if a gardener fails to properly care for his plot, he may be replaced.

Miss Katherine D. Blake, principal of Public School 6, Manhattan, has succeeded in cultivating for the past few years a beautiful flower and vegetable garden. It is one hundred feet long by about four feet wide, and thrives in spite of the need of adequate sunlight.

Miss Katherine Bevier, principal of Public School 41, Manhattan, has had a fine school garden for the past four years. This is a school for girls, and great enthusiasm has been shown in the work.

Mary Walsemann, principal of Public School 8, Brooklyn, has started a school garden sixty-five feet long by five feet wide in the school yard. It is divided into five equal parts, so that the children of each school year may have a plot. The seeds were first planted in boxes, and as soon as the cold weather was over a part of the plants were transplanted in the garden, and the rest were taken home by the children and nurtured in window gardens. Miss Walsemann states: "We try to use our garden in

connection with the nature study of the grades. For example, early in the spring the 5B grade studied twigs and stems. They investigated the development of the poplar twig, the bud, and the leaf. The twigs were kept in water until the roots germinated. When these root fibers were strong enough, the children planted the twigs in their garden. They have taken root and we hope



Children of Public School 78, Queens, at Work in the Garden.
Matthew D. Quin, principal.

the Board of Education have shown marked interest in public movements of this kind.

Dr. William H. Maxwell, city superintendent, recommended particularly the individual care of potted plants by school children at their homes. Dr. Gustave Straubenmüller and Dr. Andrew W. Edson, associate superintendents, have also encouraged the growth of school gardens.

In the suburban districts of Queens a number of gardens were started in the spring of 1907.

Among the oldest gardens reported are those in Public School 41, Public School 6, and Public School 52, Manhattan. One cannot write of school gardens in New York without first calling attention to a splendid effort in social betterment by Mrs. Henry Parsons. She organized in 1902 the first children's school farm in New York City. About three hundred children helped to make the work successful from the start. From a rubbish heap the garden has grown until now it forms the central oasis of the new Dewitt Clinton Park at the foot of West Fifty-fourth Street. There are 452 plots, eight feet by four feet, and forty observation plots in the garden. It is open from nine A. M. till six P. M. every week day. At least four teachers are in charge of the work. A fine house adjoins the garden,



The Garden of Public School 84, Queens.
Dr. Melville, the principal, appears in the photograph.

to have some poplar trees growing in our yard."

Miss Carrie Ikelheimer, principal of Public School 143, Brooklyn, has conducted a successful garden for two or three years. Her garden is divided into about seventy individual plots.

The largest and finest garden in the Borough of Queens is doubtless the one at Public School 84, John D. Melville principal. There are over one hundred plots, each four feet by three feet in extent. There are also observation plots. "The entire primary department," states Dr. Melville, "makes use of the garden for the study of plants, insects and so forth in the nature work." The garden work in this school is under the special charge of the assistant principal, Miss Cording, and the work of each class is further supervised by its teacher.

Mr. Martin Joyce, principal of Public School 7 and 9, Queens, uses the front yard for flower beds, in which each class plants one or more flowering plants. The plants provided in excess are planted in large tubs. Mr. Joyce states further: "For several years I have provided each class with one kind of flower seed and one kind of vegetable seed, which were taken home and planted according to instructions. From time to time the pupils were required to report upon the care and growth of the plants. Vegetables like the radish were brought to school and the children were given a radish party. Other vegetables were placed on exhibit in the classroom bearing a card giving the name of its grower, and a brief history of its growth. Flower days were held on which the flowering plants were exhibited. Much interest was exhibited in this work by teachers, pupils, and parents. I believe in encouraging home gardening, which is of more general value. School gardening should be fostered whenever conditions will permit as a training for home gardening."

Mr. Matthew D. Quin, principal of Public School

5, Queens, has recently started a fine garden on a plot forty by fifty feet. He states: "The children take much interest, and in fact have done all the work. After the garden was spaded and mixed with fertilizer from a stable in the vicinity, the boys erected a high wire fence to protect the garden generally. The garden was divided into four parts and each was assigned to a class."

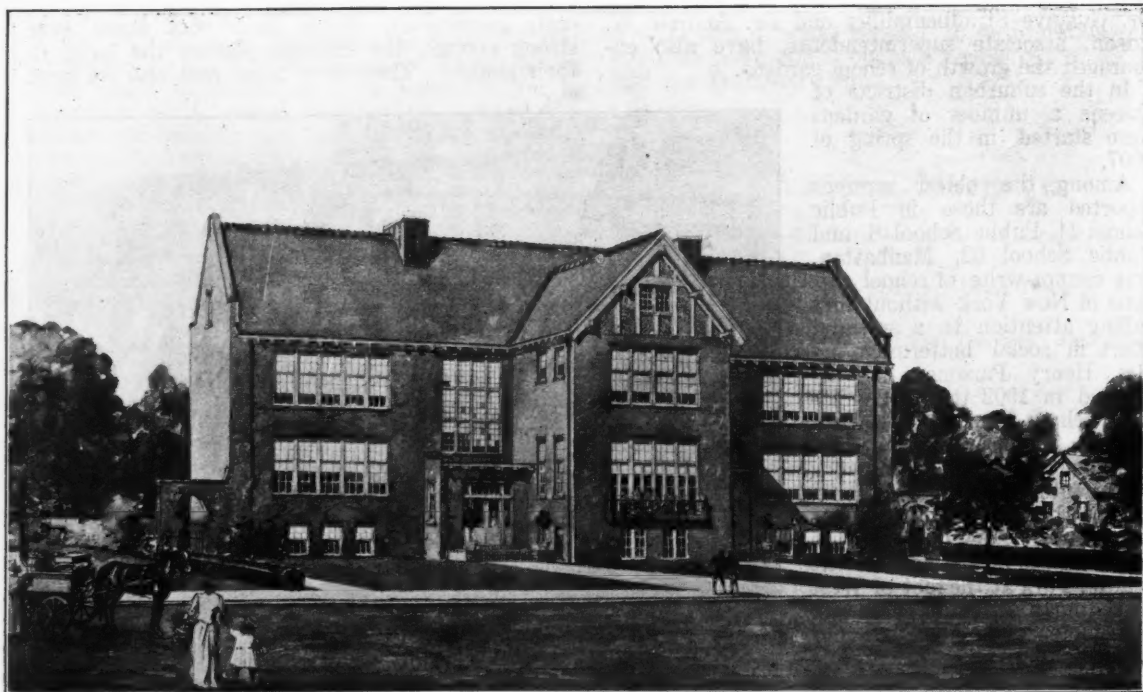
Mr. Fred H. Mead, principal of Public School 78, Queens, began a small flower garden in 1906. He also adds: "In 1907, there was no available space for planting, so a vacant lot behind the school was prepared and fertilized for a vegetable garden. The children spaded and raked the garden and planted the seeds. When the vegetables matured, the children took them home at times, and upon one occasion a garden party was held in the kindergarten."

Miss Catherine Sheehan, principal of Public School 82, Queens, has flower beds and a garden for the kindergarten on the school grounds, and a good sized vegetable garden on ground loaned to the school.

Miss Jennie B. Merrill and Miss Fanniebelle Curtis, directors of kindergartens, greatly favor the use of gardens for kindergarten children. Thru their encouragement a number of kindergartens have had small garden plots for some time. For the most part these plots are in the school yard, but some kindergartens visit neighboring gardens wherever it is possible.

In addition to the schools which have been briefly noted above, the following schools have been reported as beginners in the school garden movement: Public Schools 6, 9, 73, 87, 12, 15, 71, 72, 79, 30, 39, and 62, Queens.

The largest school garden in New York, which is at Public School 52, Manhattan, was specially described in a previous article. (Issue June 29, 1907.)



THE NEW GARDENVILLE SCHOOL AT ST. LOUIS, MO.

The present St. Louis Board of Education has done great things for modern school architecture. This is a sample of their attitude toward the schools.

Precariousness of the Teacher's Position.

By E. L. COWDRICK, Topeka, Kan.

Among the signs of the times most encouraging to teachers is the increased attention paid by educational publications and by those interested in schools to the desirability of greater permanence in office for all engaged in the work of instruction. At last it is beginning to be realized by patrons and School Boards alike that there can be little progress in the schools as long as teachers can plan their work from term to term only, knowing from experience the futility of planning for a longer period. If it comes to pass that this discussion results as it seems to promise, incalculable benefit will accrue to the children as well as to teachers, and the time will be hastened when the teacher can feel that he has a fixed place in the community in which he lives.

It is needless to argue the desirability—the necessity, rather—of continuance in office for teachers if the schools are to be adequately effective—to pay value received for the money they cost. In the system, or lack of system, which has prevailed so long, the loss has been frightful. Not mentioning the discouraging effect upon the teacher of this uncertainty, the impairment of energy, the wasting away of enthusiasm, the diminishing of vital force, owing to nervous strain, and the loss of time and money in seeking a new location—the most blighting effect falls upon the children themselves, and this consideration alone should have ended such a condition of things long ago, for schools and teachers exist for the children, and things which affect them are of vital importance.

The loss of time, and consequently of effective work incident upon the entering of a strange teacher into a school, is great under the best conditions, for the teacher must become thoroughly acquainted with the pupils, individually, before results can be expected; many a teacher has failed to arouse the ambition of pupils because of ignorance of their home surroundings, and of their personal characteristics, their likes and dislikes, their wishes and their antipathies. It is harder to gain the confidence of some pupils than it is of others, and if a teacher would help a pupil, perfect confidence must be established between them, for each pupil has his mental peculiarities, and the teacher must understand these in order to succeed with him.

It will not do to hurry a nervous pupil, while a slow, sluggish one needs the spur; the timid one needs encouraging, the self-confident one needs restraining, the bold—or smart—one needs rebuke, sometimes a sharp one; the sensitive, but thoughtless one needs but a look; one desires to put all his time upon the branch of study he likes, and must be made to see the necessity of a general knowledge, another wants to skim the surface of things and must be taught concentration of mind and effort, and so on—it is needless to multiply illustrations.

The best method of treating all these individual cases is not hit upon by chance; it takes both time and labor to ascertain the personal characteristics of pupils, and the best way to direct their energies, and often by the time this has been accomplished the term is over—the teacher goes elsewhere, and the work is all to be done again by the next one who fills the position.

Another point must not be neglected—and that is the attachment which often exists between pupils and teacher, and the mutual interest and sympathy arising therefrom. All real teachers will appreciate this, for in their own experience they have felt a

very genuine sorrow when the inevitable separation was forced upon them. Many teachers have remained in poorly-paid positions, when higher and better-paid ones were within reach, solely because of genuine heart interest in their pupils. The true teacher feels a deep interest in his work, and takes pride in it and his pupils which cannot be measured in dollars and cents, and which, if not felt, makes the work of the school-room drudgery, and the teacher a mere hireling.

If there is doubt in the mind of any person that this high ideal exists among teachers—some of them at least—this quotation from a private letter is given. "Did I write you that in February I turned down a rather fine opportunity to teach in a girls' college, an old and aristocratic school? But I could not feel that it was right to go; the Board left it altogether with me, but had I been a preacher with work in such a state of incompleteness, I should not have considered myself justified in leaving—why should a teacher?"

The above is its own comment, and should be sufficient to convince all but the hopelessly skeptical. I believe that in no other work can there be found so many unselfish and disinterested men and women as in the work of educating the boys and girls of our land; if this were not so the number engaged in teaching would be few indeed, for the pay is not sufficient to alone remunerate the teacher for the worry and responsibility which are his.

Many other points incident to this subject could be urged if space would permit, but only one more will be considered, and that is the effect of this constant change of place of teachers upon their standing with those engaged in other professions. Right here comes the question, have teachers a right to consider themselves to belong to a profession? Are they "professional" people?

Judged by the standard of the "learned professions" they are not professional, because the work in which they are engaged cannot claim the honor of being considered a profession. Neither would the medical profession be so considered, if doctors practiced but from six to nine months each year, and farmed or sold books the remainder of the time; nor would lawyers belong to a profession if they practiced law just long enough to gain means to prepare themselves for teaching; nor could ministers call themselves professional men if they entered the work merely to obtain skill in public speaking, so that they could enter upon a political career.

As long as teachers must "move on" at every whim of disgruntled patrons, or at the behest of, often, ignorant School Boards, as long as they must feel themselves as mere transients in the community in which they abide, as long as they cannot claim for their work the dignity and respect incident to permanency, just so long will they be considered as non-professional, and just so long will they be compelled to so look upon themselves.

If teachers are ever to assume their rightful place in the community in which they labor, if they are to be regarded as a part of the citizenship, and to be influential as citizens; if they are to be respected and considered belonging to a respected profession, this constant change and uncertainty of position must cease. Just how this is to be accomplished is an open question; however, the writer has one or two theories regarding the matter which may form the subject of a future article.

Public Opinion Concerning Education

As Reflected in the Newspapers.

Mangling School Books.

[Charleston (S. C.) *News-Courier*.]

The superintendent of public schools who rips the "answers" from the backs of the algebras and arithmetics used by the students of whom he has been given charge, means well, doubtless, but we think his action mistaken. The theory that the child will thus be forced to devote more diligent attention to searching out the underlying principles involved in the solution of the problems given in the text-books, and not merely to "getting the answers," may be correct enough. That granted, however, would it not be far better to choose a text-book which did not contain answers? One of the most important things that a child can be taught in school is to entertain a proper respect for the printed volume, and this holds true whether special reference be had to the contents or to the book itself, regardless of its subject matter. Let the child be inspired to a proper degree of interest in the one, and he is more than likely to come in time to respect the other of his own volition.

There is, we fear, grave danger that in the average public school pupil this budding affection for books may receive a fatal shock when the child sees them rudely mutilated by those in authority. The reason for the act will be forgotten by the youthful observer, but the fact that "teacher" could thus without compunction abuse that which the child had been taught should be exalted, will cling to the memory.

Pharisees and Derelict Children.

[*The Public* (Chicago), LOUIS F. POST, Editor.]

In Denver there is a judge who has become distinguished for his success in dealing with wayward children, those whom poverty brings into the criminal court for penalization instead of the paternal library for an affectionate lecture, or at the worst for a spanking, as is the case with similar children more fortunately born. We refer to Judge Ben B. Lindsey.

As long as Judge Lindsey patted these children on the back and told them to be good, pharisees were generous with offers of money to enable him to extend his work of juvenile reform. But Judge Lindsey is no fool—except in the plutocrat's definition of fool as a man who doesn't know or doesn't care which side his bread is buttered on. He came to see more and more, as his experience with juvenile delinquents widened, that he was dealing in the children's court less with individual idiosyncracies than with social and economic conditions maintained by and for the interests. It grew plainer and plainer to him that the criminal child is a natural product of homes ruined and broken thru poverty, misfortune, and injustice. His observations and reflections in this direction were awakened by instances of children at the bar of his court whose fathers were being slowly poisoned to death by long working hours in the poisonous fumes and gases of the mills, while powerful influences like the smelter trust debauched legislators to defeat eight-hour laws.

Such instances gave Judge Lindsey the impulse to say harsh things of men like Guggenheim, who buys a senatorship and bribes his way to honor and official power with his share of the winnings of a game that juggles with the bodies and souls of little children. It was instances of that kind that led Judge Lindsey to denounce such men as

more dangerous to society than the brutal and ignorant Orchard, who plants bombs in the same devilish spirit in which they plant money. And with it all Judge Lindsey saw a procession of children passing thru his court from homes destroyed by the open gambling which is silently tolerated by the pharisee Governor of the State at the command of a political machine which derives its vitality from the ring of public franchise grabbers.

Seeing the evil, Judge Lindsey lifted the mantle of respectability from those who profit by it. But now things were different from the time when he was only trying to make good little boys and girls out of juvenile derelicts. There was no more money from pharisees to help him "solve the problem." He had solved it, and the solution hurt. The minute he began fighting the real causes of juvenile delinquency, such as special privileges and the kinds of lawlessness that make monopoly possible and profitable by denying justice to the mass of the people—from that minute the fangs of the pharisees were unsheathed. They set their newspapers to lying about him in the usual way of the prostitute press, and they lied about him themselves in their clubs and thru their churches.

The reform of juvenile delinquents is nothing to your modern pharisee, when the trail to the causes of juvenile delinquency, which leads to their own directors' rooms and dinner tables, is opened up. The man that puts his nose into that trail exposes himself to their vengeance. This is what Judge Lindsey has done, and they are now boldly threatening to drive him out of the State. How he will act in these circumstances, we can only surmise. But his duty is plain. It were better for him to make sacrifices without stint, even of the good work in which he is engaged in the children's court, if that be necessary, than to keep his mouth shut about the causes for the need for that work which his faithful performance of the work has revealed to him.

Not Fit for Babes.

[*The New York Post*.]

The Education Committee in charge of evening school instruction in Sheffield, England, is to be commended for refusing to rush into the path to international fame which the directors of so many of our public libraries have shown such a fondness for treading. Protest was made before the committee by leading Roman Catholics against the inclusion of Charles Reade's "Cloister and the Hearth" in the list of required reading for the literary classes, on the ground that "the novel was the work of a bitter Protestant, who had made a violent attack on the Catholic Church, holding it up to ridicule in a most insidious manner." The committee decided to retain the novel on its list because of "its literary and historical merits." In this country, we have become so accustomed to seeing books placed under the ban for the most ridiculous reasons by finical librarians and school committees that we are in danger of forgetting the essentially anomalous character of such action in an age that stands for progress. We criticize the Papal syllabus against "modernism," but, after all, there is vastly more just authority attached to a pronouncement from the Vatican than to the views of the Connecticut librarian who finds the works of Mark Twain and Horatio Alger unfit for general consumption, on account of their divergence from actual life as it is seen north of Long Island Sound.



GRAMMAR SCHOOL BOYS BUILDING A TWO-HUNDRED-DOLLAR SAIL BOAT.

This illustration suggests the practical character of the industrial work carried on in the elementary school connected with the State Normal School at Hyannis, Mass., under the direction of Prin. William A. Baldwin.

The Teacher and the Child.

[Omaha World-Herald.]

"I was so anxious for school to begin," said one of Omaha's little girls the other day, "and now I'm tired of it already. But last year I had just a lovely teacher. She was so kind and good to everybody, and somehow she made it easy to get my lessons and it was fun to go to school. But my new teacher never smiles. She never says a pleasant word to any of us, and if we even wiggle in our seats we have to stay after school. I just feel blue and scared all the time, and it's so much harder to get my lessons. I wish it was next year so I could have another teacher."

There is a sermon to teachers in this little girl's complaint, a sermon the more impressive because preached all unknowingly.

It is little short of downright cruelty for a room full of small children to have to be penned up for months in charge of a teacher who "never smiles;" who "never says a pleasant word to any of us."

This hardness, this too-frequent injustice of "grown-ups," is the bitterest tragedy of childhood; a tragedy whose deep import those who are responsible usually do not appreciate, or they would mend their ways. But it is easy to understand it if we will. We have but to think back to the days of our own childhood and there comes to us, in overwhelming tide, the remembrance of how sensitive we ourselves were to injustice—how keenly we resented wrong—far more keenly than we do in our later experience.

Improvement of Teaching Force.

[Boston Advertiser.]

The virility of the Boston public school system, as now conducted, is specifically indicated in the improvement noted during the past year in the teaching force—an improvement both actual and prospective. Superintendent Brooks' report lays deserved stress upon this phase of the school department's development. As the success of our schools depends in large measure upon the excellence of the teaching force, the superintendent's showing is highly encouraging. The quality of the preparatory work in the high schools demanded of pupils, coming to the normal school has been materially improved during the year. It is evident that the Boston normal school should demand pupils quite as efficient as those who are going to college, and this condition has been created by the system adopted. The merit system of appointment of

teachers has worked well, as it must. The work of the principals has been better directed thru the appointment of a supervisor of substitutes. Of especial significance, however, are the evidences of the professional progress of teachers themselves, and the first promotional examinations, to be held in October, 1908, will show good results. During the year the opportunity granted by the regulations to take a year's leave of absence on half pay, for purposes of study, travel, or rest, has been availed of by twenty-eight teachers, and the system has stimulated private study by many others in preparation for future leave of absence. The tendency has been uniformly to increase the efficiency of the public school teaching force. This must lead to much benefit to the city's intellectual welfare.

Worse Than the Rod.

[New York Times.]

Advocates of the revival of corporal punishment in the public schools assume too much when they assume that something which children call "jawing" is the alternative to the rod. It is nothing of the sort. "Jawing," by which we understand scolding more or less nagging and fretful, is as far as possible from what "moral suasion" ought to be and can be. Indeed, scolding is so much like corporal punishment in everything except the infliction of bodily pain and injury that it, too, is banished from civilized schools and homes.

The competent manager of children no more scolds than beats. His appeals are to reason, so far as it has been developed, and to the child's sense of honor and justice. The manner and method are hard to define, for both must be adapted to individual cases and can vary widely.

One of our correspondents insisted yesterday that the right to give an order involved the right to compel obedience. Undoubtedly, but compulsion is of many kinds, and the right to give orders is one that the really good disciplinarian uses less than the privilege of making requests and explaining why it is well to grant them. The best of all arguments against corporal punishment is the fact that, once in universal use by all superiors on all inferiors, it is now obviously waning toward extinction. The excuses for whipping children were once all used in defense of the whipping of adults.

THE SCHOOL JOURNAL

A WEEKLY JOURNAL OF EDUCATIONAL PROGRESS

For superintendents, principals, school officials, leading teachers, and all others who desire a complete account of all the great movements in education. Established in 1870, it is in its 37th year. Subscription price, \$2.50 a year. Like other professional journals THE SCHOOL JOURNAL is sent to subscribers until specially ordered to be discontinued and payment is made in full.

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The News of the World.

A public demonstration was given at the Marconi Wireless Telegraph station at Glacé Bay, N. S., on October 23. A message was sent to Clifden, Ireland, and a reply received in five minutes.

The Angus shops, the manufacturing department of the Canadian Pacific Railway in Montreal, Canada, are to be partly closed down. This is the first move in an effort to cut down expenses. About 2,500 men will be thrown out of work.

The Ute Indians on the Cheyenne River Indian Reservation, S. D., have been threatening an outbreak. They were reduced to order by the Indian police of the reservation.

The War Department wishes it to be understood that the Atlantic Squadron is not being sent to the Pacific coast as a war preparation. The Administration is convinced that Japan is peacefully inclined. The squadron may be recalled to the Atlantic within a year.

The Cunard steamship *Lusitania* has broken her own eastern record. She reached Queenstown on October 24, having covered the distance from Sandy Hook to Dent's Rock in four days, twenty-two hours, and fifty-three minutes.

Ambassador and Mrs. O'Brien lunched with the Mikado at the Imperial Palace, Tokio, on October 23. A number of Princes were present. Great friendliness was shown for the United States.

According to the estimates it is going to cost \$145,000,000 to govern New York City this year. Last year it cost \$130,000,000.

On October 18 the Carnegie Hero Fund Commission awarded medals and money to twenty-four persons. Nine of these were from New York and several from New England.

Severe earthquake shocks have been reported from Central Asia, at Lattakurgan, Samarkand, Khokand, and other places.

The Gulf Stream is said to be very slack these days. The temperature of the water is below normal.

The first joint resolution of the Philippine Commission and the National Assembly was passed on October 19. It is addressed to the American people, thru President Roosevelt, and conveys the thanks of the Filipino people for the boon of a National Assembly.

October 19 was Yorktown Day at the Jamestown Exposition. It celebrated the 126th anniversary of the surrender of Lord Cornwallis to General Washington and General Lafayette at Yorktown. Many prominent men were present from the States that composed the thirteen original colonies.

Chicago Canal Opened.

On October 24, at Stirling, Ill., Mr. T. J. Henderson touched a gate which, on rising, allowed the waters to flow thru the Illinois-Mississippi Canal.

This marked the completion of the Canal. It was started twenty-five years ago. The canal has cost the Government \$7,500,000. Many prominent people were present and made addresses at the opening of the gates.

Panic in New York.

Something approaching a financial panic occurred in New York on October 22. A persistent run upon the Knickerbocker Trust Company exhausted its resources and caused its suspension.

A run upon the Trust Company of America followed. The Company was able to meet all its liabilities.

Secretary of the Treasury Cortelyou hurried to New York. From his office in the Sub-Treasury he took measures to prevent panic. He placed \$25,000,000 in the banks to be in readiness for unusual demands, and as a measure to restore public confidence.

Banking establishments in other cities scarcely felt the disturbance in New York. Pittsburg, however, was an exception. Here four of the Westinghouse Companies passed into the hands of receivers.

The run upon the Trust Company of America continued on October 24. The millions placed at its disposal by the powerful group of bankers which is standing by the institution enabled it to meet all demands.

By October 25 the money situation in New York was much improved. There were indications that the public confidence in the banking institutions was returning.

Big Balloon Race.

The second international balloon cup competition started from St. Louis on Monday, October 21. It ended on October 23. The German balloon *Pommern*, won the first prize for the longest flight. The French balloon, *l'Isle de France*, was a close second. The estimated air-line flight of the *Pommern* was 885 miles.

The silver cup was presented by James Gordon Bennett. As Germany now holds it, the race next year will be at the home of the German Aero Club. The club winning the trophy three times will own it.

Severe Earthquake in Italy.

A terrible earthquake occurred in Calabria, Italy, on October 23. At least five hundred lives are believed to have been lost. Many villages were cut off from communication by floods, and by the destruction of roads and telegraph lines.

Two villages were entirely destroyed. The inhabitants of the district were afraid to stay under cover. They made their beds in the open air in spite of the heavy rains, which increased their misery.

The Pope decided to send money for the relief of the sufferers.

The Government is doing all it can for them. Relief trains with detachments of troops were hurried to the scene of the disaster.

Women's Clubs at Panama.

Miss Helen Varick Boswell has returned to New York from her trip to the Isthmus of Panama. She was sent by the Secretary of War at the request of the Canal Commission, to organize Women's Clubs on the Isthmus. She reported that life there had been very monotonous and lacking in social pleasure to the women. They were discontented, and that made their husbands so, and discouraged other men from seeking work on the Canal.

The clubs established by Miss Boswell are having a wonderfully cheering effect. They are stirring the women to much helpful activity. The clubs are all organized with four departments—home, education, philanthropy, and music and literature.

A federation of clubs was also organized.

Cost of the Peace Conference.

The general expenses of all the delegations to the Peace Conference are estimated at \$2,970,000. Of this sum \$523,600 was spent to pay for 317 dinners, including those given by various foreign ministers to The Hague.

At the dinners given by Señor Ruy Barboza, of Brazil, the flowers alone sometimes cost \$2,000.

The sums spent by the various delegations, the press associations, and individual newspapers for telegraph tolls amounted to \$225,072. More than a million words of press matter concerning the conference were sent out. Of these, thirty thousand words were sent on the opening day, June 15.

The expense to the Dutch Government amounted to \$112,580. The longest speech made in the conference was that by Joseph H. Choate, on the inviolability of private property at sea, which contained 11,736 words. While Mr. Choate holds the record for the longest speech, Señor Barboza has first place as to the number of speeches delivered.

Some of the European delegations took entire libraries for use during the conference, the Germans having sent from Berlin 2,530 volumes, mostly on legal subjects.

Honor to General Sigel.

A bronze equestrian statue of General Franz Sigel was unveiled on Riverside Drive, New York, on October 19.

The unveiling was followed by a parade of eight thousand members of the regular army and navy, and of the National Guard, and of nearly five thousand members of the Grand Army of the Republic, the Spanish War Veterans, and various German societies.

Governor Hughes made an address.

Mississippi Welcomes the President.

President Roosevelt was warmly welcomed to Vicksburg, Miss., on October 21. He made an address, which was listened to by an immense throng of enthusiastic people.

In the course of his speech Mr. Roosevelt promised to use his influence in his message to Congress toward establishing a deep waterway from the Great Lakes to the Gulf of Mexico. He paid tribute to Jefferson Davis and to those who fought under the stars and bars. In closing, he pleaded for civic and national righteousness.

A Boy Astronomer.

I. E. Mellish is a farmer boy of Cottage Grove, Wis. With the aid of a hand made telescope, he discovered two comets within a year. He has been notified that he will be allowed to use any of the apparatus at the Washburn Observatory when he desires. The best men in the University of Wisconsin will give him all the help he wishes in pursuing his study of astronomy.

Young Mellish has been offered the same privileges at the Yerkes Observatory of the University of Chicago. He prefers Washburn because he can there work on the farm by day and study the skies at night.

California Coal for the Fleet.

A large deposit of coal in Monterey, Cal., is to be developed. It is probable that within the next eight months coal enough will be put on the market to supply the entire Pacific slope with coal for domestic purposes.

Farm Convention Meets.

A convention to consider the agricultural situation in the State of New York was opened at Syracuse on October 23. The gathering is held under the direction of the Syracuse Chamber of Commerce.

President Roosevelt was unable to be present. Instead, he sent a letter to Mr. Stillwell, President of the Chamber of Commerce, which was read before the convention. Mr. Roosevelt pointed out that in order to improve agricultural conditions there must be co-operation between the nation and the state.

He said: "I am firmly convinced that most farmers' boys and girls should be educated thru agricultural high schools and thru the teaching of practical elementary agriculture in the rural common schools, so that when grown up they shall become farmers and farmers' wives.

"Education should be toward and not away from the farm."

President in Washington.

President Roosevelt returned to Washington on October 23. He spent twenty-four days in the Mississippi Valley, and on his bear hunt in Louisiana. He was greatly pleased with all his adventures, and with the cordiality that greeted him everywhere.

Since leaving Washington he had visited eleven States.

He made formal speeches at several places including Canton, Ohio, dedicating the McKinley mausoleum; at Keokuk, Iowa, and on his return trip, at Vicksburg and Nashville.

Kaiser's Gift to West Point.

All academic duty was suspended at the Military Academy at West Point on Thursday afternoon, October 24. The occasion was the presentation to the Academy from Emperor William of Germany of the busts of Frederick the Great and General Field Marshal von Moltke.

Major Kerner, military attaché of the German Embassy, made the presentation in the name of the Emperor.

Damage by Floods in Spain.

The losses from recent floods in the valley of Llobregat, Spain, amount to several million pesetas. The crops still standing are so badly damaged that they are regarded as lost.

Many mills have been ruined. Railroad tracks have been washed away. In some villages water has been standing from twelve to fifteen feet deep in the streets.

The Governor of Barcelona has sent assistance to the flood sufferers.

To Study Turbine Engines.

The wonderful performances of the giant steamer *Lusitania* have greatly interested the Navy Department. One or two naval engineer officers may be sent on here for the round trip across the Atlantic. This would enable them to gather information about the working of turbine machinery which cannot be found in official reports.

The navy is now installing turbine machinery in some of the scout ships.

Army Team Plays Yale.

The Yale football team met the West Point team on the Army gridiron on October 19. The big men of Yale proved unable to overcome the dash and pluck of the Cadets.

The game was played to a tie.

Interesting Bits of Information.

THESE ITEMS ARE COLLECTED WITH REFERENCE TO THEIR SUITABILITY FOR USE IN THE UPPER GRADES OF THE ELEMENTARY SCHOOL AND IN THE HIGH SCHOOL.

The average fire loss in the United States is said to be more than \$2 per head of the population as compared with only one-third of a dollar in six of the leading European countries. The difference is ascribed to less rigidly enforced building laws.

The grapes of Smyrna are not only made into wine, but they also produce raisins which are extensively exported to European and American markets. The process of drying takes place in the open field. The ripe grapes are passed thru a thin solution of alkali in order to prevent them from molding, and also to remove certain small insects which prey upon the fruit from the time of the bud until it is picked. They are cured in the hot sun of this climate, and are finally sent in huge baskets by camel transport to the nearest railway station, and from thence to Smyrna, the port of embarkation.

During the past six years the United States has bought from Brazil a total of 36,269,511 bags of coffee. The total export of coffee from Brazil during that time was 78,169,683 bags.

German naval officers say that the Cunard Line steamship *Lusitania* is capable of transporting ten thousand troops from England to the Continent. They say that as the officers and half the crews are members of the British Naval Reserve, the *Lusitania* and her sister ship, the *Mauretania*, could be taken over by the Government and placed in the service of the Admiralty in a very short time.

It was announced at the Academy of Science, in Paris, on October 21, that M. Charette, the chemist, had discovered an electro-chemical method of making diamonds. Specimens were exhibited.

Rain and snow storms accompanied by a terrific gale, on October 21, cut off the Marconi Wireless Station at Glacé Bay, N. S., from the inland. Messages to New York had to be sent to Ireland, and thence cabled to America.

The Home Mission Board of the Northern Presbyterian Church is starting a correspondence school in sociology. The pupils will be city pastors all over the country.

The plan is to place before the student the different theories of social effort. He will be encouraged to try them in his own church and in his own city, and to report results to the director.

A copy of the famous Turnball sundial at Corpus Christi College, Oxford, has been placed at Princeton in the college grounds. It is a gift to Princeton University from Sir William Mather, M. P.

Speaking of his visit to Mexico, Secretary Root said: "President Diaz is a great man—a man of wonderful breadth and power. I was surprised at the remarkable success Mexico has encountered in the efforts to educate the Indian. The Mexicans have been far more successful than has the United States."

A Word for the Negroes.

Dr. H. Warren Buckler, in addressing a parents' meeting in Baltimore the other day, said:

"People have no idea of the filth which prevails in some of the classes, and, strange to say, the cleanest pupils whom we found in our investigations last year were the negroes. As a rule, the little colored boys and girls are prim as a pin and dressed well and neatly, while among many of the foreign-born element vermin is rampant. The foreigners arrive here at Locust Point. The father of five or six children finds a miserable room, sends his offspring to school while he hunts a job—and the condition of those children is something terrible. Many of them don't know what a bath is."

Queen Victoria's Letters Published.

A book called "The Letters of Queen Victoria," was brought out in London October 16. The letters were selected from nearly six hundred volumes at Windsor, in which the Queen's letters and papers are classified. They form an interesting autobiography.

King Edward authorized the publication.

Cheaper Canadian Horses.

CONSUL H. D. Van Sant writes from Kingston that the cheaper grade of Canadian horses have seriously depreciated in value. Good horses are in demand and bring good prices, but second-grade horses are down in price. Horses that sold for \$100 to \$125 last spring are now selling for \$50 and \$60 each. The reasons for this decline are the high price and scarcity of hay this season and the replenishment of stock since the Boer War and the extra demand in the United States, while the exportation of such second-grade horses to the United States has diminished from year to year. One large horse-dealer says, "The prices are worse than cut in half all around, and the country is flooded with unsalable three- and four-year-olds."

A Cook in a Box.

Altho the Emperor of Austria, who has just entered upon his seventy-eighth year, is an extremely frugal eater, he pays his cook, Perski, £2,000 a year for providing elaborate meals for his court, his household, and his guests. This same Perski was formerly cook to Count Rheingaum.

Many years ago, when the Emperor was dining with his subject, he was struck by the way a certain boar's head was cooked, and desired that the artist should be complimented. Two days afterward a huge packing-case arrived at Schonbrunn with Count Rheingaum's compliments. On being opened the packing case was found to contain Perski, the cook, in good health, altho rather breathless. The Emperor accepted the gift and installed Perski as his principal cook.

The will of Robert N. Carson, who was a Philadelphia millionaire, provides for a \$5,000,000 institution for orphan girls. It is to be located at Flourtown, just over the city line in Montgomery County. The institution is to be modeled after that of Stephen Girard, for boys. It will be open to all poor white girls both of whose parents are dead.

French Road Treatment.

GOVERNMENT EXPERIMENTS FOR LAYING DUST BY COATING COMPOUNDS.

In stating that the question of the suppression of road dust has been, within the last few years, a subject of constant attention on the part of the French Government, thru the Department of Public Works, Consul W. H. Hunt, of St. Etienne, sums up the results of experiments as follows:

Hitherto water alone was employed for the purpose, but its effect was only transitory and the treatment had to be renewed every morning. This half measure nevertheless gave satisfaction until automobiles and road tramways began to circulate, creating, by their speed, an amount of dust as annoying as it was previously unknown. A report has just been presented to the minister of public works, reviewing the advantages and disadvantages of four methods, considered as more or less effective in laying dust—a coating of crude tar mixture, heated petroleum, a solution of water and salts, and construction of a beton and tar surface.

To the mixture of crude tar, tar oil in the proportion of ten per cent. is added to render it more fluid, and before sprinkling it on the road certain conditions are necessary—the road should be more or less cylindrical in shape, recently macadamized, dry, and swept of all dust. The tarring should be done in dry and warm weather, while no circulation of vehicles should be allowed until the coating is sufficiently dry.

The durability of the coating varies as to the time of the operation, whether in summer, autumn, or winter. If done in the last two seasons, the tarring seldom resists until the following spring. Very frequently it disappears at the end of two or three months, leaving in its place an abundant supply of disagreeable mud. As long as the coating of tar endures, the road bed is guaranteed against wear and tear, but once it gets diluted the road becomes deteriorated all the more rapidly, as the mud retains the water with greater facility. Altho the quantity of the tar mixture employed varies with the absorbent nature of the road, a proportion of two pounds to the square yard is considered sufficient. Frost does not seem to have any evil effects on tarring, but great heat may soften it and render it slippery. The cost of tarring is estimated at three cents per square yard.

PETROLEUM, SALINE, AND BETON MIXTURES.

The second method, or that of petroleum heated to boiling point, is used in the north of France and around Paris. The variety of oil employed is that known under the name of "mazout." The oil is placed in reservoirs similar to ordinary watering-carts and sprinkled over the roads, previously swept. It is allowed to cool, after which the dust is swept back over it again; the dust is effectively laid, and will not adhere to the car wheels. Unfortunately, autumn rains rapidly destroy this coating. In dry climates, however, the above two methods are very effective against dust.

The saline mixture consists in either plain sea water or a solution of certain salts (chloride of calcium or chloride of magnesium), which from their hygrometric properties maintain on the road the humidity of the atmosphere, thus prolonging the effect of ordinary watering. Information, however, is wanting as to the results of the experiments.

Westrumite is tar rendered soluble in water by the addition of ammonia and other cheap products. It is particularly useful in preparing a race track, as its effects are limited as to duration.

The fourth and last method is costly, and has not yet been put into operation to any extent. It consists in constructing the road with beton or con-

crete, into which tar is incorporated. Further experiments are about to be made by the Government, not only for the purpose of adopting the best dust-laying substance, but also for determining the effect of the operation itself on the roads.

Pre-Cooling Fruit.

For years there has been great loss from decay in shipping fresh fruits from the far west to eastern markets. The railroads have often been unable to get fruit trains thru on schedule time, and the necessary allowance for delay has compelled growers to pick their fruit before it was fully ripe.

Fruit picked in a temperature in the sun of more than one hundred degrees, and packed into boxes at once, carry very nearly that temperature into the car with it. It was found that a carload closely packed would probably be more than one thousand miles on its journey east before being cooled by the ice to a temperature unfavorable to decay. The result was that much of the fruit which was reasonably ripe before picking, went to pieces when exposed to warm air on arrival.

The evident remedy was to cool the fruit before shipment, says the *San Francisco Chronicle*, and ingenious men went to work to devise practicable methods of cooling the fruit before starting the car. This is accomplished by exhausting the air in a car or in a room before loading, and replacing it with air made cold by passing over ice. By the use of machinery the warmed air is continually drawn out and replaced by the cold air, the circulation being continuous. A carload of fruit can in two or three hours be reduced by this means to the temperature in which the spores of decay will not grow, and which, under former conditions, it might not reach for a week after starting on its journey in a refrigerator car. The expense is said not to exceed two or three cents a crate. The fruit can therefore be allowed to get ripe enough to acquire its distinctive flavor and still reach its destination in far better condition than formerly.

Experiments have now been made for a long enough period to demonstrate the value of the process, and cooling plants are being rapidly installed at all shipping stations of importance. When the shipments from a station are not large enough to justify the installation of a plant the cars can be cooled at the first cooling station on the journey. It is evident that within two or three years the plants will be generally installed, and it is believed that the invention will be found one of the most profitable improvements in the art of handling fresh fruits yet made.

What is in Breakfast Foods?

Dairy and Food Commissioner Foust has sent seventy-five samples of breakfast and other patent foods to Professor Frear, of the State College of Pennsylvania, for analysis.

Professor Frear is one of the leading pure food experts of the country. The charge has recently been made that cornstalks are used in some of these foods.

Teaches His Subscribers to Read.

A visitor to Greenland writes that that country possesses only one newspaper. The peculiar thing about it is that the editor actually had to teach his subscribers how to read. He first introduced words, then sentences, and, as the readers grew more expert, he printed simple articles on subjects of local interest. He is his own reporter, printer, distributor, and business agent, and every week he travels long distances on skates, disposing of copies of his journal.

Notes of New Books.

The CHILD'S BOOK OF RHYMES AND STORIES is a collection of some of the best-known pieces of literature for little ones. It is intended that the pupil's first reading shall be in tales and jingles with which he is already familiar. They are all old favorites, which it will give the children great pleasure to recognize as they come upon them. In fact, the claim that the present volume makes is based, not upon any originality in idea, but upon the unusually discriminating judgment shown in making the selection of its contents. The compiler, Marion F. Lansing, evidently has a sympathetic understanding of the child's likes and dislikes. She has also been careful, so far as possible, to obtain the earliest renderings of these classics of childhood, it having been frequently noted that children prefer old English versions to the more modern forms given by many writers of to-day. For these reasons the present collection stands pre-eminent among a host of similar attempts.

The attractiveness of the volume is greatly enhanced by the capital drawings of Mr. Charles Copeland. He has caught the spirit of these stories and verses—caught it from the child's standpoint.

It is interesting to note that the present volume is the first of a promised series to be called THE OPEN ROAD LIBRARY OF JUVENILE LITERATURE, which will comprehend folk-lore, legend and myth, history and biography, science and travel. It is to be hoped that the high standard set by the volume in hand will be maintained thruout. (Ginn and Company, Boston. 30 cents.)

The Brief Edition of Albert H. Wheeler's FIRST COURSE IN ALGEBRA, furnishes an adequate introduction to this branch of mathematics. It takes the pupil as far as quadratics, and gives him a thoro drill up to that point. The author's aim has evidently been to make clear to the student the reasons underlying all algebraic operations, and then to supply sufficient examples and exercises to make him skilful and ready in performing them. This readiness in handling algebraic quantities is greatly facilitated by the numerous mental exercises introduced by the author—an unusually valuable feature of the volume. It is well arranged, systematic, and unusually thoro. It is free from many of the faults found in other text-books of this kind. The Complete Edition takes the student on thru quadratics, irrational equations, simultaneous quadratics, ratio, and proportion, the progressions, and the binomial theorem, with the same clearness and thoroughness which characterize the shorter course. We recommend these volumes as eminently satisfactory text-books. (Little, Brown & Company, Boston. Brief Edition 95 cents, net. Complete Edition, \$1.15, net.)

Among the deservedly popular "Riverside Literature Series" a selection of Lamb's ESSAYS OF ELIA makes its appearance. The choice conforms to the requirements of the college entrance board and consequently omits some of the papers to which one is most attached. Aside from this, the edition is most admirable. Printed in the attractive style of this series and furnishing the student with sufficient biographical material and satisfactory notes, it is quite the model text-book. It is probably the most desirable edition for school use. Lamb's portrait is used as a frontispiece. (Houghton, Mifflin & Company, Boston. Paper, 30 cents; cloth, 40 cents.)

To "The Gateway Series of English Texts," for which Dr. Henry Van Dyke, of Princeton, is general editor, has recently been added Shakespeare's AS YOU LIKE IT. Isaac N. Demmon, of the University of Michigan, is the special editor of the present volume. The text is based almost without exception upon that of the first folio, and is all that can be desired in the way of careful editing. Convenient footnotes explain difficult words and obscure phrases, while allusions and other matters of interest are treated more fully in notes at the end of the volume. The introduction furnishes an adequate survey of the Elizabethan period with a sketch of Shakespeare's life and writings. The book is well printed in clear type on good paper. It is convenient in size and attractive in appearance. Altogether an admirable book for use as a school or college text. (The American Book Company, New York. 35 cents.)

Frank G. Carpenter's "Geographical Readers" have been so widely popular that it is safe to predict an immediate success for the new series which he is starting to publish. These are to be known as the INDUSTRIAL READERS. They will take the children in a delightful manner first to the original sources of most of the staple commodities and then trace them thru the various processes which prepare them for the consumer. The idea is capital. Children really get a very clear conception of what the world is busy about, how the things they see in their houses and upon their tables came to be there. The first volume is called FOODS, OR HOW THE WORLD IS FED. Starting with a description of wheat

and how it finally becomes bread, the author takes his readers thru a long list of similarly interesting topics, ending with the growing and marketing of spices. It would not do to close this note without mention of the many pictures which add so much to the value of the work. These are very numerous and unusually excellent, most of them being reproductions of photographs. The volume is a particularly valuable addition to the available school readers. (The American Book Company, New York. 60 cents.)

The presentation of history in schools is a difficult matter, by reason of the amount of material that must be omitted. In fact, the omissions, so to speak, are the important points in a book designed for such use. Roscoe Lewis Ashley has prepared an AMERICAN HISTORY FOR USE IN SECONDARY SCHOOLS, based upon his own experience in the class-room. The story of the development of the nation is told with simple directness. Cause and result are placed before the student in logical manner, and the tracing of the interrelation of different movements to the growth of the nation, is well handled.

There is an abundance of bibliographical and other references to aid the teacher, as well as a large number of maps and illustrations. The present volume is possessed of the qualities requisite for a practical and popular school text. It will appeal to both teacher and pupil. (The Macmillan Company, New York. \$1.40, net.)

F. Gorse, M. A., headmaster of the intermediate school, Bootle, England, has just brought out A SCHOOL ALGEBRA COURSE. Mr. Gorse bases his work on the principle that algebra is but another form, or at most an outgrowth, of arithmetic, and should not be presented as an entirely new subject, and thus be entirely thrown out of its natural relation to the work in mathematics which the student has already done. So he starts with some examples in arithmetic in which a number is to be found by our knowledge of what relation it bears to certain other numbers. The algebraic language and notation is gradually introduced as they are needed. By a number of teachers the author's plan of relegating exercises in the "first four rules," and in finding the highest common factor to the appendix, will be considered radical and difficult to justify. His experience, however, has led him to believe that the early introduction of these exercises simply mystifies the student.

Mr. Gorse's book deserves particular commendation for the correct method of mathematical reasoning which it is calculated to cultivate in students. It is a thoroly scientific first book in algebra. (Cambridge University Press, London. G. P. Putnam's Sons, New York. 75 cents, net.)

Book Three of the charming ART LITERATURE READERS is well up to the standard of the preceding two books of this series. The material was gathered and arranged by Frances Elizabeth Chutter. It includes biographical sketches and selections from the works of Eugene Feld, Louisa May Alcott, Sir Edwin Landseer, Hans Christian Andersen, Celia Thaxter, Laura Richards, Lucy Larcom, Thomas Gainsborough, and John Greenleaf Whittier. This is, in many ways, a remarkably fine selection of art and poetry story material to be brought before the children. It is all charmingly set forth, and is sure to appeal to the children of the age the author purposes to reach. The illustrations, many of them full-page, and all of them printed in two colors to give a sepia effect, are very fine, and add much to the interest of the book. (Atkinson, Mentzer & Grover, Publishers, Chicago.)

Books Received.

Barbour, Ralph Henry.—TOM, DICK AND HARRIET. The Century Co. \$1.50.

Bates, David Homer.—LINCOLN IN THE TELEGRAPH OFFICE The Century Co. \$2.00.

Bates, Katherine Lee.—FROM GREYNA GREEN TO LANDS END. T. Y. Crowell & Co. \$2.00.

Blackmar, Frank W.—ECONOMICS FOR HIGH SCHOOLS. The Macmillan Co. \$1.20.

Chutter, Frances Elizabeth.—THE ART-LITERATURE READERS BOOK THREE. Atkinson, Mentzer & Grover, Publishers.

Cronson, Bernard.—PUPIL SELF-GOVERNMENT. The Macmillan Co. 90 cents.

Fynn, A. J.—THE AMERICAN INDIAN AS A PRODUCT OF ENVIRONMENT. Little, Brown & Co. \$1.50.

Hopkins, John W., and Underwood, P. H.—HOPKINS AND UNDERWOOD'S NEW ARITHMETIC, FIRST BOOK. The Macmillan Co. 50 cents.

Matthews, F. H.—THE PRINCIPLES OF INTELLECTUAL EDUCATION. Cambridge University Press.

Poulssohn, Emilie.—FATHER AND BABY PLAYS. The Century Co. \$1.25.

Reed, Helen Leah.—NAPOLEON'S YOUNG NEIGHBOR. Little, Brown & Co. \$1.50.

If you feel too tired for work or pleasure, take Hood's Sarsaparilla—it cures that tired feeling.

The Educational Outlook.

The Patrons of Husbandry at their recent gathering in Clinton, Me., devoted an entire meeting to education. The attention paid to the speakers attested to the deep interest of the people in their schools and the desire they feel in improving them.

Professor Hanus, in his recent talk at Albany, sounded a note of warning against beginning trade education too early. "Fourteen," he said, "is early enough to commence, and then two years should be spent in general work before specialization is undertaken."

Mayor Becker, of Milwaukee, has announced his intention to veto the action of the common council in voting that an election of school directors be held on March 24. That is the day for holding primary elections and he feels that if the schools are to be kept out of partisan politics another day would be better.

The regents of the Kansas State Agricultural College more than a year ago directed that its college extension department devote considerable time to the movement for having elementary agriculture introduced into the rural schools and county high schools. The idea has spread and most of the county high schools of Kansas and many towns and city high schools also have introduced this subject into their courses of study. As a result there is a constantly growing demand for trained teachers in this department.

Three important addresses were delivered before general session of recent meeting of the New Hampshire State Teachers' Association.

"Past and Present Faith in Education," Dr. Herman H. Horne, Dartmouth College; "The Use of the Play Interest in Education," Supt. George E. Johnson, Pittsburg, Pa.; "The Art of Living," Rev. Edward Cummings, Pastor First Unitarian Church, Cambridge, Mass.

Of course the feeble-minded cannot receive public school instruction, but cripples, if they can be concentrated at teaching centers, can, says the *Chicago Standard*. It is right about the cripples—but why can nothing be done for the so-called feeble-minded children? In many cases proper care will restore them to normal conditions, or at least make them self-supporting and keep them from becoming vicious, and a charge to the public in future years. An ounce of prevention, says the proverb.

Announcement has just been made of a course of Extension Lectures for Teachers, to be given at Brown University. Each course consists of ten lectures, beginning in the week of October 28. The lecturers and their subjects are: Professor Winslow Upton, "The Solar System"; Prof. F. G. Allinson, "Greek Literature in English"; Prof. Courtney Langdon, "French Drama—Moliere"; Prof. C. W. Benedict, "English Composition"; Prof. William MacDonald, "The American Revolution"; Prof. Thomas Crosby, "Shakespeare as Dramatist and Poet"; Prof. A. C. Crowell, "German Elementary," and Helen Wilbur Paine, "Physical Training."

The Essex Junction Public School Union of Vermont held the first of a series of meetings at Essex Junction on

October 11. The Union includes the schools of Colchester, Shelburne, South Burlington, Williston, Essex, and Essex Junction, under the superintendency of C. D. Howe. The school unions, made possible by last year's school law, are already doing much to raise the standard of educational work in the State. There are fifty-three teachers in the schools composing the Union, and of these fifty-two were present at the meeting. The topic for the meeting was one used at similar gatherings thruout the State, and has particular significance for educators—"New Vermont."

The Northwestern Wisconsin teachers when they met at Eau Claire recently broke their association's record for attendance. Over 1,200 were present and the result was a splendid meeting, full of enthusiasm. A good plan, which might be adopted in other places, was the stationing of twenty-five high school boys to meet trains and direct the visitors to the hotels or other places where they were to stay. The excellent exhibits from the domestic science department, the drawing department, and the county normal school attracted a great deal of attention from the visiting teachers.

Safeguard Tenure of Positions.

Nearly five hundred teachers of Pater-son, N. J., filed a petition with the Board of Education last week, asking that the tenure of teaching be continued during efficiency and good behavior. The petition was signed by twenty-two principals and heads of departments.

The teachers also ask that the dismissed heads of the drawing and singing

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departments have an extension of time, so that Miss Klingensmith and Douglas Snyder, who are to go out of the schools at the end of this month because the Board of Education has decreed that these two studies are fads, may have the opportunity to obtain new places. A supporting petition also was presented to the Board, signed by many prominent citizens.

The Paterson Teachers' Association a month ago took this stand in the following resolution:

"Resolved, That the Paterson Teachers' Association recommends to the executive committee of the State association, thru our representative on that committee, the urgency of taking immediate and effective action in the interests of tenure of office and minimum salary which have been under consideration by that committee for several years."

School Commission Starts Work.

The recently appointed educational commission of Illinois held its first meeting in Peoria on October 18. This commission was created by an act of the last general assembly to study school questions, and an appropriation of \$10,000 was made which the governor in his message to the present session has asked be increased to \$25,000 that the work may not be hampered by lack of funds.

The commission is planning to make its investigation most thoro. The members will visit other States and probably will send either one or two of their own number or a paid expert to Europe to study the handling of similar problems in other places.

"Tho the law creating this commission does not so specify, I am in favor of a recodification of the school laws of the State first of all," said former State Superintendent Bayliss. "Our school laws at present are a patch work, a crazy quilt, and a jumble. Some of them are obsolete and should be stricken from the books. Others are phrased in such language that the ordinary man or woman can not understand them."

For Orphan Girls.

A college for orphan girls similar to the one founded for boys by the millions of Stephen Girard is provided for in the will of Robert N. Carson. At present it is estimated that the fund for endowment and erection of the college is upward of \$4,000,000.

After the death of Mrs. Carson, the estate passes to the executors in trust to found the Carson College for orphan girls, which is to be located on not less than fifty nor more than one hundred acres of land near Flourtown, Pa.

No religious sect, denomination, or church is to have control of the institution or its funds, nor are any religious services to be held in the institution which are exclusive or peculiar to any church. The girls are to be carefully instructed in the fundamental doctrines of Christianity.

The management of the college is to be entrusted to a Board of seven trustees, who are to be appointed by the executors and trustees of the will.

An English Dairy School.

Secretary Martin, of the Massachusetts Board of Education, gives a most interesting account of a school of dairying which he visited while in England this summer.

"In Cheshire County the leading industry is dairying. The county maintains a dairy school for young women which comprises a course of fifteen weeks. In connection with the school there is a farm of six hundred acres, and sixty head of cattle are kept on the place. Not only

may women take the entire course but the school is open to any woman who may wish to attend for a shorter period, even for a week or day or two. The advantage of short periods of attendance is very great to some; for in their dairy work it sometimes happens that a woman meets with failure in some particular department of her work. So she goes to the dairy school to learn wherein lies the defect, and perhaps it takes but a day or two to remedy the difficulty. This is one of the ways of meeting local needs in a thoroly practical manner. Many of the schools in various cities also send out lecturers to instruct in such practical trades as bee keeping, fruit raising, and poultry raising; and it is worthy of special note that the county councils always are ready to co-operate in this work whereby thousands of men and women are given the best of instruction."

American Civic Association.

One of the interesting questions which will be discussed by the American Civic Association in its yearly meeting, to be held in connection with the convention of the National Municipal League in Providence, November 19-22, will be the elimination of the billboard as a nuisance.

As a result of the Association's crusade against the objectionable billboard in the various cities of the country, a strong sentiment has been developed, and merchants and advertisers are numbered among those who are opposed to this means of advertising.

One of the efforts of the Association is to have removed the billboards which now interrupt the beauties of Niagara Falls.

Another subject which will be discussed by the yearly meeting will be the proposed international agreement with Great Britain for the permanent preservation of Niagara Falls in its rare natural beauty. It will be recalled that the American Civic Association was the leader in the movement which resulted in Congressional action to protect the Falls from the greed of the power corporations.

President Roosevelt, who is a member of the Association, is much interested in its work, and has favored many of the suggestions made by the organization in its move for "a more beautiful America."

Supply All.

Superintendent Heeter, of St. Paul, in urging an increased appropriation for supplies, calls attention to a peculiar and inequable state of affairs. The Board buys lumber and tools, and other supplies for the manual training work. For similar work in the first five grades, the industrial work, the Board does not buy supplies. Supplies are purchased by the pupils or by the teacher.

A St. Paul paper mentions a rare spirit of devotion to their profession exhibited by a number of these grade teachers, one of whom is said to have spent forty dollars on her own account to buy supplies for her pupils. If she had been teaching in a grade where manual training is substituted for industrial work, the city would have bought the supplies.

At the University Convocation.

Pres. W. H. P. Faunce, of Brown University, at the University convocation at Albany, declared that in too many of the schools and colleges the studies are being dehumanized. Too much attention is being devoted to learning acts as facts, and too little to teaching stu-

dents and pupils to appreciate what they are studying.

The teaching of English to-day is often ineffective, and is frequently destructive of the best of our literature. It is too mechanical and soulless, and the result is that the pupils have an aversion for it; the colleges turn out graduates who cannot write a decent letter, and have a desire for no literature except the flotsam and jetsam of the news stand. Slowly, but surely, education is killing the love of the mother-tongue.

What is needed is association with those who already possess appreciation of the mother-tongue, for proper appreciation comes by contagion and not by drill.

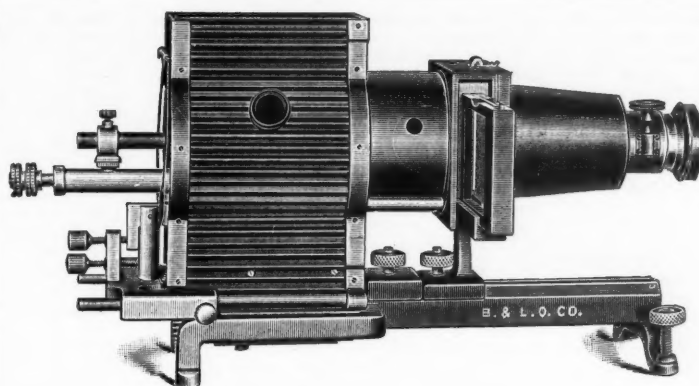
Referring to the conditional gift to Swarthmore College, he declared that the broad question involved was whether any American college shall, for money, depart from the right to do as it pleases in its inner life. If such bargains can be made it will only be a question of time when gifts will be made on condition that free trade, evolution, or some other subject be not taught. It should be forever settled that no wealth, however great, shall purchase inner control of collegiate life.

Pres. J. H. Finley, of the College of the City of New York, gave an interesting ethical study of "The Public Servant," the one man in thirty in New York City who is in the public service. More and more is given into his hand, and there is an increasing tendency to officializing of private effort of the nation, State, or city—doing what private organization has done heretofore. This entailed upon the public servant, a high ethical standard. The public servant must be invested with the spirit of the volunteer.

Against Carnegie Plan.

Joseph Jastrow, Professor of Psychology in the University of Wisconsin, is the author of an article on "The Advancement of Teaching," which appears in the October number of *The North American Review*. Professor Jastrow's object in writing the article is to show that the exclusion from the advantages of the Carnegie Foundation of professors of State Universities really tends to thwart the essential purpose of the Foundation. He says:

"It is proper to inquire whether the system as established will meet the larger end in view. The inquiry at once meets with a consideration of such decided import that its discussion, especially as the issue has not been definitely reached, must be given chief place: I refer to the proposed exclusion of State Universities. Should this exclusion stand, the anticipated amelioration of the professor's status will be seriously and lamentably curtailed. These institutions are so numerous, the type of men they attract to their faculties so desirable, the aggregate of their influence so extensive, that a system of retiring allowance that fails to include them cannot be regarded as likely to effect that general strengthening of the academic career which has been set forth as the inspiring motive of the Foundation. Moreover, there would thus be introduced into the situation, already complex and handicapped, a further line of division separating institutions with benefit of pension from those without. Instead of unifying and dignifying the calling, a new disturbing element would be added. Against the partial benefit to the participating institutions, would have to be opposed the increased unrest and dissatisfaction among those excluded, the consequent striving in advancing years to be enrolled among the favored institutions, if need be, by sacrifice of worthy interests and advantages."



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Nationality of Athletes.

"The Failure of Americans as Athletes," is the somewhat surprising title of a contribution to the October number of *The North American Review*, by Charles E. Woodruff. The American team won more events at the last Olympic games, as will be remembered, than the team of any other nation, and, in view of that fact, it would seem that Mr. Woodruff's contention has no support in fact. But he examines the history and relations of the members of the team, and finds that, where the successful members were not actually born in other countries, as some of them were, they were, in many cases, sons and grandsons of immigrants. In light of these facts, he questions whether

we are in this country to evolve a new type of humanity of exceptional physical vigor, and he expresses the opinion that, if we are to keep pace with other peoples, the blood of the nation must be constantly recruited from northern Europe. He says:

"Of the native-born, the majority of the families are of short residence and should be really classed with the foreign-born, as their ancestors had so recently arrived in America. For instance, W. H. Kerrigan, third in the running high jump, was born of Irish and English parents; Archie Hahn, winner of the 100-metre sprint, was born of a German father and a native-born mother of Welsh parentage; Jas. D. Lightbody,

winner of the 1,500-metre run and second in the 800-metre run, has a Scotch father and a native-born mother of Welsh parentage; C. M. Daniels, winner of the 100-metre swim, is native-born of the second generation, his grandfathers having been Scotch and Welsh; Edward C. Glover, third in the pole vault, is native-born of the second generation, his grandparents coming from Wales and Scotland; Ray C. Ewry, winner of the standing broad and high jumps, is of the third generation, two great-grandparents being foreign-born; F. R. Moulton, second in the 100-metre sprint, is a native-born Kansan of the fifth generation; and R. G. Leavitt, winner of the 110-metre hurdle, is a New Englander of the ninth generation from England."

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In and About New York City.

The trustees of the Normal College appointed a committee at their last meeting to confer with similar committees from the College of the City of New York and the Board of Education to consider high school courses. It is hoped that uniform college preparatory courses may be formed for use in the high school departments of the two colleges, and in the high schools of the city.

The alumni of Public School No. 19 recently held a meeting, at which plans were laid for more "getting together" during the year. The annual dinner will be held in January.

The Women Principals' Association of Brooklyn has added its voice to the general protest against any retrograde movement in the matter of discipline. The New York City Federation of Women's Clubs has taken similar action. One reason which they advance for this protest is worthy of note.

"The whipping of children, so far from uplifting them, tends to make them cowardly and deceitful; therefore

Resolved, That as mothers and citizens we protest against the use of the rod in our schools as brutalizing to the teacher and degrading to the child."

The Twenty-fifth Anniversary of the Charity Organization Society of New York City will be held in New York on November 19, 20, and 21. The Society is the largest charity organization society in the United States. It was founded in 1882, and from its establishment by the New York State Board of Charities in 1892, has been closely identified with

almost all social movements in the Metropolis.

The opening session of the anniversary at Carnegie Hall, on the evening of November 19, will be particularly noteworthy, because addresses will be delivered by Hon. Charles E. Hughes, Governor of New York, Dr. Emil Muensterberg, President of the Department of Public Charities, of Berlin, Germany, and others. During the two succeeding days, three conferences each day will be held in the Charities Building.

A Pioneer Evening School.

Fifteen years ago, Evening School No. 1, then located in Vandewater Street, almost under the shadow of the Brooklyn Bridge, had eight classes of English-speaking boys under eighteen years of age, and one class of adults. This senior class was truly cosmopolitan, for it included a dozen nationalities. The teacher was one of the regular English corps, with no special training or license for the teaching of English to foreigners.

Five years later this school had five English and eight foreign classes. The latter included Russians, Germans, Italians, and Greeks. The teachers were of the same nationality as their respective classes, and they had been specially licensed for the work. This school outgrew its quarters in the old building, and is located now in the new building at Henry and Oliver Streets, with one of the largest foreign departments in the city.

Employment for Girls.

Anna Van Kleek, secretary of the New York Alliance Employment Bureau, told the Washington Irving High School

girls the other day of the perplexities of getting employment for women. She said a main cause of embarrassment is the attitude of girls toward work. They all want office positions, something in which they can keep clean hands and look pretty.

"This," she said, "is the kind of work that is overcrowded. Hand-work pays well, and common-sense girls do well in it. There are over two hundred kinds of lucrative employment open to girls in New York City, but some of them have serious drawbacks to them."

No Teachers' Lobby.

The New York Board of Education has taken a definite stand against lobbying done by teachers or superintendents. The whole matter is the outcome of the vigorous "equal pay" campaign of last year. At that time large numbers of teachers visited Albany. It was claimed that in a number of cases this had been done without permission and without adequate provision for a substitute. An amendment to the by-laws was presented, which prohibits teachers or members of the supervising force from absenting themselves from their duties for this purpose.

Discussion was general and spirited. Some members were in favor of the amendment as a whole, but wished it changed to exempt the city superintendent. After a lively tilt between Superintendent Maxwell and Commissioner Stern, this change was voted down, and the by-law adopted as presented. Teachers who attempt to evade the rule will be charged with neglect of duty.

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Council of Superintendents.

Two addresses of unusual importance were contributed by New York City to the meeting of the Council of Superintendents at Albany. One was delivered by District Supt. Julia Richman, and the other by Assistant Supt. Andrew W. Edson.

Miss Richman discussed the curriculum. She spoke of the care which had been expended in working out a course at once well balanced and symmetrical, and the attention which had been paid to correlating its parts. Here, she said, was where the course was weak; its parts were correlated to each other, but the course itself was not correlated to life. The life into which over half of the children go before they come to the high school—this is the correlation that counts.

Miss Richman's districts are on the lower East Side, and she sees daily the unpreparedness of the children that leave school.

Courses of study can't be made on theory. They must be based on sociological conditions; they must be based on what the child needs; what the environment demands, and what employers require. Miss Richman suggested that courses be so modified as to give, not more manual training or shopwork, but that training which will fit the pupil for commercial or industrial life. In her districts, she said, she was making certain definite experiments along these lines of offering something to the child which will show him or her that if the studies are continued a little longer he or she will get something which will be of help in the business world. The experiments planned include instruction for office boys, bookbinding, etc. Enough has been done for the present for those who go on into high school. It is now time to direct attention to the larger army—the failures.

Dr. Edson made a plea for the education of the crippled, the deaf, and the mentally defective; or, rather, he presented the demand of these classes. He claimed that every child in the State is entitled to receive the education for which it is capable. The welfare of the State, as well as of the child, demands it. State Commissioner Draper urged that segregation be not resorted to except when necessary. A number of superintendents supported Dr. Draper in the discussion that followed Dr. Edson's address.

Miss Strachan told of the women's campaign for equal pay, and Superintendent Taylor, of Niagara Falls, presented a report on salaries thruout the State. It was something of a surprise to those present, particularly the people from New York City, to learn that it is not the banner salary city. It devotes only .776 per cent. of the money raised by taxation to teachers' salaries, whereas Mechanicsville gives .857, Newburg, .810, and Salamanca and Elmira, .780 each. It was also reported that the minimum salary in a number of the small cities is the same, or higher, than that in New York City.

A Paid Board.

A quite persistent effort is being made by a number of people to influence the Charter Revision Commission to include in their report to the Legislature a recommendation for a paid educational commission to replace the present Board of Education. The success of this effort is, however, doubtful.

Dr. Thomas Hunter is once more to be honored by his old boys. They will "get together" on November 16, at the Hotel Astor. Tickets for the dinner may be had from the treasurer of the Thomas Hunter Association, Charles D. Graham,

No. 257 Broadway, or Frederick R. Fortmeyer, No. 100 William Street.

There were thirty applicants at the recent examinations for teachers of ungraded classes.

Goss Goes to Illinois.

The University of Illinois has secured as dean of its college of engineering, and its new school of railway engineering and administration, Prof. William Freeman Myrick Goss, one of the most prominent figures in the field of scientific and practical engineering. He was born in Barnstable, Mass., in 1859, graduated from the Massachusetts Institute of Technology in 1879, and went immediately to Purdue University, La Fayette, Ind., to organize a practical department of mechanics, of which he has ever since been the head.

The engineering experiment station of the University of Illinois was established in 1903, in connection with the College of Engineering, to investigate problems of importance to professional engineers, and to the manufacturing, mining, railway, constructional and industrial interests of the State. The importance of the work done by the agricultural experiment station to the different States in the Union has suggested the possibility of doing work of similar value to the mechanical interests.

Nine Hundred Teachers Appointed.

At its last meeting the Board of Education approved the appointment of over 900 teachers. The eligible list was exhausted, and there are still upward of 200 vacancies to be filled. The new eligible list will be made out in accordance with the results of the examinations in January. In the meanwhile substitutes and pupil teachers from the training schools will fill the positions.

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Of General Interest

Industrial Schools in the Philippines.

In the *Far Eastern Review* for August, Frank R. White, Second Assistant Director of Education for the Philippines, says that with the beginning of the current school year a fourth year was added to the course of primary instruction in the public schools of the Islands, and that in future some time each day might be given to industrial instruction. This instruction will include, for the first three years, stick laying, paper folding, clay, and sand modeling, weaving of various fibers, practical garden work, wood and bamboo work, repair of school furniture, framing of blackboards, weaving of fans, mats, baskets, hats, and fabrics, simple pottery, plain sewing.

In the fourth year the making of articles of actual salable value will be attempted. For industrial instruction, \$30,000 has been set aside this year by the Philippine Commission; sums from the municipal and provincial treasuries will be added to it. This movement, educating the hands as well as the mind, is the result of experiments in school gardens made by the superintendents and teachers during the last six years. The planting of a few hills of corn, by an American teacher in a Visayan coast town, furnished seed for hundreds of gardens; and while famine was common thruout the Visayas, the people of the town where this teacher was stationed had food in plenty. Corn fields now cover much of the fertile area of the coast of that Visayan island. Wood-working shops have been established in the intermediate departments of thirty of the provincial high schools, not counting the trade school at Zamboanga, and the wood-working department on the

Philippine Normal School. The pupils are actually making large amounts of school and house furniture, and they are gaining a general knowledge of rough carpentry. In five provincial towns, namely, Iloilo, Sorsogon, Vigan, Batangas, and Bacolor, extensive wood-working machinery has been installed. Blacksmithing and iron-working tools have been supplied in six schools. Cooking apparatus and sewing materials have been provided by the Insular Government at twenty-five provincial capitals.

Our Most Destructive Rodent.

The United States Department of Agriculture will soon issue *Farmers' Bulletin* 297, entitled "Methods of Destroying Rats," prepared, under the supervision of the Chief of the Bureau of Biological Survey, by D. E. Lantz, Assistant Biologist. The topic is of perennial interest, and an infallible method of exterminating these rodents would be worth more to the people of the United States in a single decade than the Department of Agriculture has cost since its establishment.

One rat is much like another so far as destructiveness goes, but it is of interest to note that three kinds have appeared in this country, all immigrants from the Old World. The black rat was the first to reach our shores, which it did nearly three hundred years ago. The common species, known as the brown, or Norway, rat, arrived about the year 1775 and at once proceeded to drive out its weaker rival, until almost everywhere it has supplanted it. The third species, known as the roof, or Alexandrine, rat of Egypt, is a great mariner and infests every ship; hence, naturally, it is common along our coast, especially in the South.

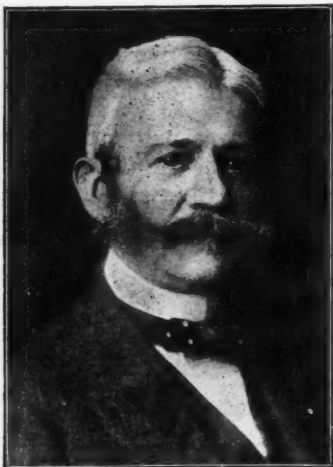
All rats are dangerous foes, but the brown rat is the worst mammalian pest in existence and in the United States

destroys more property than all other noxious animals combined. No statistics of the actual damage annually done by these rodents have been gathered in America. In Denmark the loss is put at \$3,000,000 a year, and in France the damage by both rats and mice has been estimated at \$40,000,000 annually. A single rat will consume about two ounces of wheat or corn a day, and it destroys far more of the latter than it eats, as indeed it does of most other food. The average cost to the country of feeding a rat on grain is about fifty cents a year. If for each cow, horse, sheep, and hog on the farms of the United States the farmers support one rat on grain, the toll levied on the cereals by these rodents would reach the enormous total of \$100,000,000 a year. Even granting that half their food is waste material, the tax of feeding rats is still an enormous drain on the profits of agriculture.

But much of their food is more expensive than grain, and the actual losses due to these animals are by no means confined to food. They enter stores and warehouses and destroy dry goods—lace, curtains, carpets, woollens, silks—as well as kid gloves and other leather goods. They gnaw thru lead pipes, flooding buildings with water or filling them with gas. They injure furniture and the foundations and doors of buildings. They eat the insulation from electric wires, thus causing disastrous fires. The average fire loss in the United States due to defective insulation is placed at \$15,000,000 annually, a considerable part of which is said to be caused by rats.

Rats destroy eggs and young poultry, pigeons, game birds, and wild song birds. They have been known to kill young rabbits, pigs, and lambs, and even to attack children. Carl Hagenbeck once lost three young elephants because rats gnawed their feet, inflicting incurable wounds.

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In addition to the direct damage they do, rats are known to be active agents in carrying disease germs from house to house and from city to city. Bubonic plague is usually disseminated from port to port in this way.

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The Biological Survey does not pretend to have worked out an infallible device for killing rats by wholesale, but the methods for their destruction given in the bulletin are those which careful experiments have shown to be the best, and the formulas for poisoning and trapping are the most approved ones. Particular emphasis is placed on the rat-proof construction of buildings and on organized co-operative efforts to destroy the animals.

The bulletin will be furnished free upon application to the United States Department of Agriculture or to Senators, Representatives, and Delegates in Congress.

The Child and the Lily.

By MYRON VAN DE BOE.

In lone retreat in forest dell,
Where travelers' footsteps seldom fell,
Where all that broke the calm for days
Were bluebirds blending joyous lays,—
A pure and lovely lily grew,
The seed, from whence, God only knew.
Here, no one saw its beauty rare,
And no one breathed the fragrant air.

One day, upon the scene so wild,
There came a lovely little child.
She sat upon the mossy bank,
And from the crystal stream she drank.
She saw the spotless lily there,—
Breathed with delight the fragrant air;
And, as she rose to onward roam,
She said, "I'll take this flower home.
My mother shall its beauty share,—
'Twill ease her burden, hard to bear."
And child and lily each had part
In making glad a mother's heart.

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The Waning Hardwood Supply.

Altho the demand for hardwood lumber is greater than ever before, the annual cut to-day is a billion feet less than it was seven years ago. In this time the wholesale price of the different classes of hardwood lumber advanced from 25 to 65 per cent. The cut of oak, which in 1899 was more than half the total cut of hardwoods, has fallen off 36 per cent. Yellow poplar, which was formerly second in point of output, has fallen off 38 per cent, and elm has fallen off one-half.

The cut of softwoods is over four times that of hardwoods, yet it is doubtful if a shortage in the former would cause dismay in so many industries. The cooperage, furniture, and vehicle industries depend upon hardwood timber, and the railroads, telephone and telegraph companies, agricultural implement manufacturers, and builders use it extensively.

This leads to the question, Where is the future supply of hardwoods to be found? The cut in Ohio and Indiana, which, seven years ago, led all other States, has fallen off one-half. Illinois, Iowa, Kentucky, Michigan, Minnesota, Missouri, New Jersey, Tennessee, Texas, West Virginia, and Wisconsin have also declined in hardwood production. The chief centers of production now lie in the Lake States, the lower Mississippi Valley, and the Appalachian Mountains. Yet in the Lake States the presence of hardwoods is an almost certain indication of rich agricultural land, and when the hardwoods are cut the land is turned permanently to agricultural use. In Arkansas, Louisiana, and Mississippi the production of hardwoods is clearly at its extreme height, and in Missouri and Texas it has already begun to decline.

The answer to the question, therefore, would seem to lie in the Appalachian Mountains. They contain the largest body of hardwood timber left in the United States. On them grow the greatest variety of tree species anywhere to be found. Protected from fire and reckless cutting, they produce the best kinds of timber, since their soil and climate combine to make heavy stands and rapid growth. Yet much of the Appalachian forest has been so damaged in the past that it will be years before it will again reach a high state of productivity. Twenty billion feet of hardwoods would be a conservative estimate of the annual productive capacity of the 75,000,000 acres of forest lands in the Appalachians if they were rightly managed. Until they are we can expect a shortage in hardwood timber.

Circular 116, of the Forest Service, entitled "The Waning Hardwood Supply," discusses this situation. It may be had upon application to the Forester, Forest Service, Washington, D. C.

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Books of A. S. Barnes & Co.

Messrs. A. S. Barnes & Company, publishers of "Esperanto in Twenty Lessons," report that at the meeting of the third Esperanto Congress held at Cambridge, England, recently, the general opinion of the heads of the Congress was that the universal language has gained ground in the society circles. Princess Victoria of Wales is enthusiastic about it, and often converses with Charles Knollys in Esperanto when there are royal servants about. At Cambridge, England, the policemen have taken it up and have learned enough in three weeks to understand and speak the language.

The biggest business fact in the world is the United States Steel Corporation. It has more stockholders than the population of Nevada; more profits in a good year than the revenue of the City of New York.

If the unparalleled developments had been the result of centuries, it would still be wonderful enough; but it is practically the harvest of one generation's sowing. When Mr. Herbert N. Casson was gathering material for his book, "The Romance of Steel," published by A. S. Barnes & Company, he visited John Fritz at the little town of Bethlehem, Pa., who well might be called the father of the steel mill; and at Louisville he found a white-haired old lady, wife of William Kelly, the original inventor of what is called Bessemer steel. In Chicago any visitor may see Bob Hunt, whose personal reminiscences reach back to the earlier dawn of the steel era. And the masterful Scotchman, who rescued the business from periodic bankruptcy, and won for it the commercial supremacy of the world, is still fitting between New York and Skibo Castle, and thinking more of the future than of the past.

Of course, at home, home affairs seem more important than school affairs do, and, of course, it is very troublesome to carry responsibility for a number of school demands in addition to enforcing all the home demands, says Marion Sprague in the *Ladies' Home Journal*. But, once having sent the child to school, you have made a tacit agreement to uphold the school rules, as regards absence—for instance, tardiness, conduct and the learning of lessons. The rules are made for the child's progress, not for the teacher's ease. Breaking them injures the child, not the teacher. An absent child loses important lessons and drops behind the class in understanding of each subject. If, in addition to being absent for the unavoidable causes of sickness and family disaster, he is also absent unnecessarily to go to the dentist, to go to the circus, to see his uncle, and for such reasons, then his education, the habit of his mind, gets seriously

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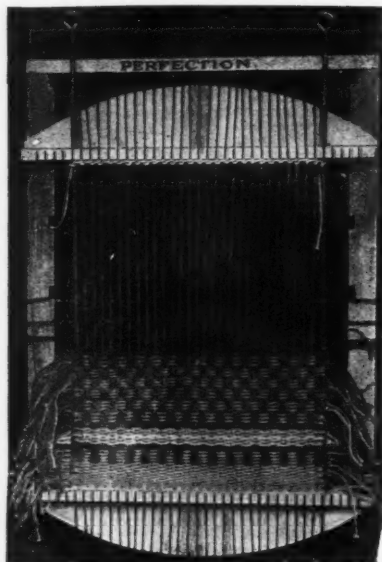
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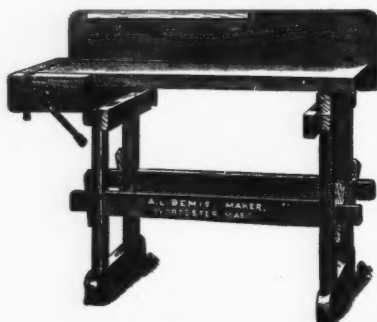


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Another Victory for the "New Typewriting."

The merits of the "New Typewriting" have again been fully demonstrated by the winning of the International Typewriting Contest for Speed and Accuracy, by Miss Rose L. Fritz, an advocate and brilliant exponent of touch typewriting as presented in Charles E. Smith's "Practical Course in Touch Typewriting," and published by Isaac Pitman & Sons, 31 Union Square, New York City. At the above contest held at Madison Square Garden, October 12 to 19, Miss Fritz in open competition wrote 5,619 words in one hour from copy, making a net speed of eighty-seven words per minute. On the following night, blindfolded, she wrote 3032 words in thirty minutes making an average of 97 words net per minute. The actual average was 100 words a minute, but there were nineteen mistakes in the copy, and for each of these as a penalty, five words were subtracted from the total. In the above contests Miss Fritz broke her own and all previous records. The New York World of October 20, in referring to the above contest, says: "Miss Fritz, a dainty girl of nineteen, is champion of everything in the way of typewriting. She started after the record three years ago, and has gradually distanced all champions."

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